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**A Program Based on Post-constructivism  
to Develop Adults' English Language Fluency**

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### **Abstract**

The purpose of the current study was to examine the effect of utilizing a program based on post-constructivism to develop adult learners' English language fluency. The study started with the literature review and previous studies handling post-constructivism and English language fluency. The researcher nominated a group of pre-intermediate to intermediate Egyptian adult learners to participate in the study. Participants desired to develop their English language fluency (n= 27). They participated in the study and got involved in its activities. Their ages ranged from (20 to 35) years old. A list of English language fluency components was prepared to be used as a guide for the design of the instruments. The researcher also designed a pre/post English language fluency test, a rubric, as well as the proposed program which was conducted through face to face and online contexts. After the administration of the pre and posttest, the scores were analyzed quantitatively and qualitatively. The results showed that the program based on post-constructivism was highly effective in developing adult learners' English language fluency.

**Keywords:** *English Language fluency, Post-constructivism, Egyptian adult learners*

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# **Chapter One**

## **Background and Problem**

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### **Introduction**

Individuals use English language to build social relationships, share ideas with others, travel abroad, solve problems, make friends, construct meanings, as well as asking and answering questions. English language is also a prerequisite for obtaining good job opportunities, for passing English language tests and for obtaining scholarships.

For Rumsey (2020), adult learners study English for several reasons. First, they may desire to study English for some academic purposes such as studying abroad. Second, some adult learners may study English for occupational reasons such as working in multinational companies. Third, adults learn English for social and personal reasons such as traveling and making friends. Makheja (2023) asserted the importance of learning English for more academic, personal, and professional opportunities. She believed that learning English could help people get better job opportunities, know more cultures, make several friends, and attend numerous courses.

Rachelkelly (2023) pointed out the importance of English language due to different reasons. First, English language is an international language that is spoken by many people around the world. Therefore, English language fluency provides many job opportunities as employers need to recruit people who can communicate fluently in English. Second, it enables learners to travel and continue their studies abroad. Third, it can be used for online communications. In addition, English language fluency is helpful for entertaining as several movies, TV shows, sitcoms, and books are released in English.

Almost all language learners desire to be fluent in the learnt language. English language fluency is crucial for language mastery. EngVarta (2021) pointed up the importance of English language fluency for communication skills,

occupational success and for high salary offers. As a universal language, English language fluency is a prerequisite for successful international marketing and various communication forms (Piekkari et al., 2015). Additionally, Dick (2022) stated that fluent language learners could build good relationships with colleagues and friends, travel abroad, and communicate in business meetings.

English language fluency is essential for any language learner as learners need it both inside and outside the classroom. Othman and Chuah (2021) conducted a study on a group of 188 Malaysian university students from 10 different faculties to investigate the connection between English language fluency and the learners' engagement. The results showed that students with greater levels of English language fluency were more involved in the whole learning process. They also received higher grades. Jones (2020) indicated that English language learners view fluency as a clear indication of their language learning as this is what they are aiming for; to be able to communicate freely in different contexts. Therefore, it can be emphasized that English language fluency is an integral language learning outcome. Additionally, Rhalmi (2021) highlighted the importance of writing fluency as noticeable and recognizable evidence of language learning. Pachina (2019) stated that writing fluency helps learners reinforce and practice what they have learned. She believed that writing fluency enhances autonomous learning as well. The researcher believes that English language fluency is a measurable product of language learning as learners' progress can be measured through their language fluency.

Despite the importance of English language fluency, many learners face problems achieving this aim. Adil (2022) also stated that learners struggle with language fluency due to several reasons that include lack of motivation, lack of confidence, and fear of making pronunciation and grammatical mistakes. Nor et.al, (2022) conducted a study to investigate the challenges that face language learners and hinder their language fluency. A group of 27 schoolteachers were asked to fill in a detailed questionnaire about their learners.

The study revealed that learners struggled with all English language components including reading, writing, listening, and speaking. This could be due to their lack of vocabulary, expressions, and grammatical rules which were supposed to enable them to construct meaningful well-structured sentences.

Although English language fluency is important for meaning construction, sentence production, and communication purposes, Tuan and Mai (2015) stated that learners tend to use their mother tongue during different class activities as they feel inhibited to talk in the foreign language due to their lack of knowledge, confidence or motivation, or due to their fear of making mistakes. This, of course, hinders the learners' English language fluency. Based on the global country ranking, EF English Proficiency Index (2020) attempt to rank countries based on their English proficiency and fluency, Egypt came among those low countries in its English mastery. Meiring and Norman (2007) conducted a study at the University of Wales to investigate the amount of target language spoken by teachers and learners inside the classrooms. The study involved 46 teachers from 22 different schools. The study revealed that teachers should maximize the time given for language fluency inside the classroom. As compared to the number of years that learners spend learning language, learners remain unable to use that target language fluently in different situations. Therefore, there is a growing need to develop adult learners' English language fluency.

Specialists have defined language fluency differently. Lewis (2020) referred to language fluency as the person's ability to communicate and construct meaningful sentences and messages with ease. For Housen et.al, (2012), language fluency is measured by how easily and smoothly learners can express themselves in writing or speaking. According to Janovsky (2018), language fluency has to do with writing and reading as well. For her, reading fluency refers to the person's ability to read smoothly and at an adequate speed while understanding the content and recognizing words and vocabulary. On the other hand, fluent writers use grade-appropriate words, expressions, and content (Janovsky, 2018). Fluent

language users can put any idea into words and structure information logically and easily. Sandoval (2019) stated that a fluent language user should use language smoothly just as a native speaker does. Similarly, Lass (2014) clarified that fluency refers to the person's ability to produce long and continuous utterances rapidly and effortlessly. According to Bernoussi (2022), language fluency refers to the person's ability to read, write, listen, and speak with ease.

The researcher believes that English language fluency refers to the learners' ability to communicate effectively and effortlessly in English. It involves numerous language aspects which exceed speaking, listening, reading, and writing. A person who is fluent in English can understand and use the language with accuracy, coherence, and fluency in different contexts and situations. Fluency also refers to the individuals' capability to express themselves naturally and understand others easily. It also involves cultural awareness and an understanding of idiomatic expressions, allowing for effective communication with native and non-native speakers. Therefore, English language components cannot be separated, and language should be dealt with as a whole. Learners need to deal with the language as one entity to be able to develop their English language fluency.

There are several ways through which learners can develop their English language fluency. Lintunen et.al, (2020) carried out research through which participants were asked to fill in a questionnaire to discuss how they could develop their language fluency. While some participants emphasized the significance of language input and active and authentic language use, others highlighted the importance of spending time in target language environments to facilitate fluency development. To develop language fluency, some participants also emphasized the role of vocabulary, grammar, and pronunciation.

Buragohain et.al, (2023) conducted a study on a group of 120 Malaysian undergraduate university students to investigate the effect of integrating online learning activities in English language classes. The study discovered that using

online learning activities can enhance learners' various English language components, such as writing, reading, and vocabulary. One of the most important findings of their study was that the use of technology and online learning can also encourage learners to participate in peer interaction, active learning, and self-paced learning. For them, online learning enables learners to have access to the course materials, and to communicate actively with their teacher via whiteboards, emails, chat boxes, interactive videos, document-sharing platforms, and instant messaging (Buragohain et.al, 2023).

Similarly, Zhou (2023) conducted a study on a group of 58 Chinese postgraduate students to investigate the effect of using online learning on their English language fluency and willingness to communicate. The study revealed that online learning has a positive impact on the learners' English language fluency and communication skills. Alimi et.al, (2021) carried out surveys on a group of 337 Malaysian university students to examine the effectiveness of English language online learning. The survey showed that online learning has a positive impact on the students' general English language fluency.

It is worth noting that both language fluency and accuracy are inseparable. Kusumawardani and Mardiyani (2018) highlighted the importance of accuracy for language fluency as grammatical rules help people construct meaningful sentences without which meaning cannot be delivered. For them, people who had a good command of grammar knowledge could speak more fluently than those who did not. According to Minasyan and Midova (2016), learning grammar is crucial for language fluency. Moreover, grammar has a profound effect on producing and making meaningful and coherent spoken and written sentences. However, grammar should not be taught explicitly through teaching language rules.

Despite the importance of using grammatical rules in producing well-structured sentences and facilitating communication, a close look at the Egyptian English language adult learners' current level reveals that they keep studying and

memorizing explicit grammatical rules however they are still unable to communicate well with others. Melanie (2016) asserted that memorizing grammatical rules cannot lead someone to use English for communication purposes, however, they can develop their language fluency by having the language being used communicatively in different social contexts.

Jennings (2015) added that teaching grammar in isolation and using textbooks cannot develop learners' ability to communicate fluently in different social and academic contexts. Moreover, Mahmoudi (2020) conducted a study on a group of 20 upper-intermediate Iranian English learners to investigate the effect of online learning on their accuracy. While 10 learners served as the experimental group, the rest served as the control group. The learners involved in the experimental group were taught grammar online while the others were taught through the conventional way of teaching. The study revealed that online learning had a positive impact on the learners' accuracy and performance. Khodabandeh (2021) conducted a study on 60 learners who were divided into four groups: two experimental groups and two control groups. The study sought to examine how learners interacted in both traditional and online learning environments and the impact of explicit and implicit grammar teaching in both contexts. Not only did the study reveal the positive impact of online learning on teaching grammar and developing learners' accuracy, but it also demonstrated its positive effect on their interaction and involvement. Therefore, online learning offers a wide variety of authentic materials that learners can interact with, allowing them to observe and use grammar rules in different contexts. This exposure to real-life language use can help learners develop a better understanding of grammar structures and improve their ability to use English accurately and fluently.

In the same context, Ling (2015) stated that explicit grammar teaching leads teachers to use teaching methods that focus on the form. The main concern here is for the learners to use the grammatical rules accurately and efficiently. For him, explicit grammar teaching is a traditional method of teaching grammar. It is



represented by the grammar-translation method. Posey (2016) clarified that explicit grammar instruction involves activities like answering worksheets, repeating grammatical rules and forms out loud, or filling-in-the-blanks. The main emphasis here is on the grammatical forms and why and when to use them in a sentence.

Posey (2016) declared that although explicit instruction has some advantages as it helps learners understand the grammatical rules, it does not provide them with opportunities to use the language for communicative purposes. This hinders the learners' ability to use the language in real life situations. For Ling (2015), explicit grammar teaching creates a teacher-centered classroom. The teacher teaches some grammatical rules followed by several activities for the learners to be able to master the rules and to create correct sentences. However, this method in teaching does not give the learners any chance to use the English language communicatively.

Zakaria (2019) conducted a study on 70 Sudanese learners to see how well they could use the language for different communication purposes. The study revealed that learners could not express their ideas properly as they struggled with linguistics and sentence structure. The study suggested that teachers should introduce different language functions to their learners and stress the importance of linguistic accuracy.

Rao (2018) stated that although learners may be able to communicate and express their thoughts and ideas in their first tongue, they face various challenges while trying to express their thoughts in English. Therefore, it is crucial to expose learners to the English language and teach them its grammatical rules implicitly, so that they can use the language fluently for different communication purposes.

Due to the importance of language fluency, as well as grammar in producing well-structured sentences and facilitating communication and mutual understanding, the researcher investigated a different alternative to develop adult learners' English language fluency through designing a program based on post-

constructivism. This helped learners develop their English language fluency and acquire its grammatical rules implicitly instead of memorizing a set of rules without actually using them.

Bińczyk (2013) stated that post-constructivism, also known as beyond constructivism or neo-piagatian, integrates the study of different sciences, technology, and internet navigation. According to Gur-Ze'ev (2013), through post-constructivism learners do not only collect, classify, or organize knowledge, but they also use technology, employ online learning, do problem-solving and event planning activities. Learners cooperate, communicate, plan, work in teams, and make use of several technological devices to find relations between objects and ideas to deepen their understanding. Post-constructivism asserts the impact and role of technology and online learning on teaching and learning (Brown, 2016). Brown (2016) added that through post-constructivism learners need to find and evaluate information and knowledge through navigating and surfing the internet. Jennings (2015) stated that post constructivist grammar curriculum focuses on the learners who notice and discuss different contexts while teachers introduce various grammatical rules implicitly to their learners.

Therefore, it can be concluded that post-constructivism, online learning, and implicit grammar instruction intersect in several ways, as all of them emphasize the importance of creating learner-centered classrooms and the significance of active knowledge construction. They can provide opportunities for learners to engage in collaborative activities, construct meaningful and coherent thoughts, share their perspectives, and critically reflect on their learning experiences. They also enable learners to connect with peers and instructors which fosters their social interaction and knowledge co-construction.

Likewise, Delvalley (2016) stated that through implicit instruction, teachers provide their learners with communication-based activities. They can watch movies or read books using the target language. Gradually, they absorb grammatical forms by seeing or hearing them being used. Using implicit

instructions, learners learn the languages through observation and practice. Just as post-constructivism, implicit instructions adopt a learning-by-doing approach rather than explicit instruction. Başöz (2014) conducted a study on a group of 86 EFL pre-service teachers to see their preferences concerning the method used in teaching grammar. Results revealed the teachers' preference of implicit grammar instruction over the explicit one. They even revealed its effectiveness in developing learners' communication. They suggested that teachers should use authentic and real-life activities.

Lynch (2019) stated that teachers can teach grammar implicitly by providing it in contexts. He supported the implicit approach of teaching grammar. He taught short grammar-based sessions followed by function-based lessons in which the new grammatical rule is applied in contexts. For him, adult learners can develop their second language either by acquiring or learning. Acquiring language is "picking it up" i.e., using the language naturally and communicatively in different situations. On the other hand, learning a language is "knowing the rules". For him, although adult learners do not acquire language as easily as children, acquisition is the way for developing linguistic abilities. According to Lynch (2019), although it is crucial to teach the target language and help learners use it communicatively, there is no one best way to teach it. Young learners can acquire language easily, while adult learners may need more "formal" language learning. Moreover, teachers need to keep in mind the learners' learning styles. However, learning grammar should be strongly related to the learners' ability to use the target language fluently. According to Carpenter (2020), grammar is crucial as it helps learners communicate more effectively and fluently and also produce quality and comprehensive academic writing in English.

According to Ling (2015), implicit grammar instruction provides more interaction between teachers and learners and paves the way for the learners to understand the relationship between the semantics and context. Krashen (2003) explained that teachers should not focus on the grammatical rules nor teach

grammar explicitly as human beings learn their first language naturally and informally through communication. For Krashen, real communication requires the speakers to concentrate on the message they are trying to convey and to focus on meaning construction not on the form. They should try to achieve mutual understanding.

Altun (2020) asserted the importance of implicit grammar instruction for enhancing the learners' ability to communicate and interact fluently and confidently. He added that implicit teaching enhances the learners' language abilities. Guci et al. (2021) conducted a case study to collect data concerning the implementation of implicit grammar instruction. Results showed the teacher's positive attitude towards implicit grammar instruction (Guci et al., 2021).

Ling (2015) referred to implicit grammar instruction as the teaching methods emphasizing the language acquisition through situational scenes. For him, implicit grammar instruction adopts the inductive thinking method. In inductive reasoning, learners observe, analyze, make generalizations or draw conclusions based on the data they have (Bradford & Weisberger, 2023). This promotes active engagement and knowledge construction, which are core principles of post-constructivism. Through implicit grammar instruction, the grammar rules are taught through the communicative use of the language. Learners use the English language mainly through scenes. The learners use the language communicatively which enhances their language fluency. They get to use the grammar rules unconsciously and automatically (Ling, 2015). For Littlewood (2013), the communicative perspective of language focuses on what and how people learn. He stated that learners do not learn through explicit instructions of language but rather through communication and practicing language functions such as giving suggestions. Through this communicative perspective, sharing meaning is sufficient. Teachers do not have to use explanations or drills.

Abrahamse (2016) stated that implicit grammar instruction enhances the ability of EFL learners to communicate fluently in different contexts. For Prasetyo (2017), teachers should create suitable educational situations for their learners to help them practice different sentence structures and construct meaningful sentences.

Saeedi and Biri (2016) conducted a study on 34 participants who were divided into two groups, i.e., the control group (N=17) and the experimental group (N=17). The teacher used explicit grammar instruction while teaching the control group and he or she used animated Sitcoms for teaching the experimental group. Results showed the effectiveness of using animated Sitcoms in teaching grammar. Moreover, learners liked the use of these Sitcoms and their use in teaching grammar. They even changed their view of grammar, i.e., looking at it from a more communicative point of view. The researcher will use Sitcoms as one of the techniques to teach the English language implicitly and to improve the learners' English language fluency.

On the other hand, using TED Talks can enhance learners' language fluency. Mallinder (2016) stated that TED talks include several videos with varied lengths and difficulty levels that may suit all levels. Learners can also find video transcriptions that enable them to get the right words shared by the speaker or the presenter. Using TED Talks in class, Mallinder stated that the videos had a great impact on the learners' English language fluency. He chose a video and asked learners to watch the video at home twice with and without the transcript. The learners needed to send him a recording of the same speech using their own voices. In the coming class, the teacher let the learners listen to the recordings and correct any mistakes. Finally, they had a discussion on the videos.

Another tool that can be used to enhance adult learners' English language fluency is Podcasts. Abdulrahman et al. (2018) conducted a study on 60 high school students in Indonesia. They were divided into 30 students as an experimental group and 30 students as a control group. The study revealed that

podcasts provided authentic materials, as well as interesting and meaningful activities which helped learners be motivated and interested in their learning process. They even observed noticeable progress in their ability to use the language fluently.

Interactive online videos can also be used to develop learners' English language fluency. Young (2021) stated that real-world videos increase the learners' confidence, accuracy and fluency. They help learners increase their vocabulary, develop their language structure, guess meaning through context and visuals, and get exposed to different accents, news, topics, and cultures. Yükselir and Kömür (2017) conducted a study on a group of 20 Turkish English learners to investigate the effect of using online videos on developing their English language fluency. The study showed the positive effect of using online videos on enhancing learners' English language fluency.

Due to the previous reasons, as well as the importance of English language fluency for communication and achieving mutual understanding, the researcher was biased to teaching grammar implicitly through online interactive videos, podcasts, and sitcoms. She conducted the present study to develop adult learners' English language fluency through applying a post-constructivism trend to develop learners' English language fluency.

### **Context of the problem**

In Egypt, learners usually study English language at schools and universities however they rarely use English to communicate in their daily conversations. If learners keep studying the language and its grammatical rules without observing any progress in their ability to write, speak, read, understand others, and express themselves, they will most probably be frustrated and reluctant to learn. Therefore, there is a persistent need to develop adult learners' English language fluency.

Notwithstanding the significance of English language fluency, a detailed examination of the Egyptian adult learners' English language fluency reveals that

they are not very well-equipped to use the English language fluently in different contexts. This problem may be attributed to their lack of ideas, lack of self-confidence, and their inability to construct meaningful well-structured sentences. Therefore, a new approach for developing adult learners' English language fluency needs to be utilized.

Gaid (2020) conducted a study on a group of 45 Egyptian learners from different governmental language schools to investigate the difficulties encountered by them in English language fluency. The study revealed that the learners' shyness and anxiety affected their accuracy and pronunciation negatively.

As an English instructor at the British university in Egypt (BUE), the researcher observed the modest level of adult learners' English language fluency. They were shy and reluctant to participate in English in front of their classmates. They did not want to share their writings or take part in presentations. They might also be afraid of making mistakes. Moreover, they were out of words most of the time, which in turn, affected their English language fluency and communication ability negatively. They tended to use their mother tongue. They could not read fluently nor express their thoughts accurately whether in writing or speaking. Language fluency requires a thorough knowledge of what is being communicated. This enables learners to communicate different ideas precisely and meaningfully.

Woffindin (2022) listed various challenges facing learners while trying to learn a new language. These difficulties include fear of failure, as well as lack of time, self-confidence, motivation, vocabulary, and practice opportunities. Learners may also find it difficult to comprehend and apply grammatical rules. Furthermore, Morrison (2019) indicated that traditional teaching leads to insufficient learning outcomes as learners find no benefit out of what they study. They try to memorize some pieces of information to pass their final exams. They are not interested in learning or gaining knowledge.

Defito (2020) conducted a study on 68 learners to investigate the effect of complexity, accuracy, and fluency on comprehensibility and perceived fluency. The learners were evaluated by 8 native speakers. The results revealed that there was a strong relation between the three independent variables and comprehensibility and perceived fluency. Moreover, the two dependent variables were also affected by grammatical accuracy and lexical complexity.

Sharna (2023) highlighted the importance of using online learning, navigation and technology in education. For Sharna, internet is useful because of its affordability, availability, effectivity, knowledge, and quality. Similarly, Amponsah et al. (2022) conducted a study on a group of 105 high school students to examine the effect of using the internet on their success. The study revealed that internet navigation has a positive impact on the students' academic performance. It facilitates learning.

After all, the study highlights the positive effect of using post-constructivism on developing adult learners' English language fluency. Learners get involved in different online learning activities that help them learn grammar implicitly, navigate the internet, solve problems, construct meaning which in turn facilitate the development of their English language fluency.

### **Pilot study**

The researcher held interviews with 20 English language adult learners enrolled in the pre-intermediate level of a general English training course. She asked them about the challenges they faced when using the English language. They revealed their dissatisfaction with their language fluency. They stated that they did not use English except for doing some class activities and drills. They did not even speak English outside the classroom. They also complained about their lack of vocabulary, which would help them to use the language more fluently. Moreover, they keep memorizing several grammatical rules without observing any progress in their ability to communicate.



On the other hand, they felt the need to be fluent for many reasons. Some of them wanted to communicate with native English speakers at work. Others needed to master the language to be able to travel abroad or apply for conferences. Some other learners needed to continue post-graduate studies, so they needed the language for academic purposes.

The above mentioned 20 learners were submitted to a test. They were asked to watch a video, answer some questions on paper, and finally share their answers orally with the whole class. They were asked to write about some given topics and to talk about them later. The results showed a general lack of the learners' language fluency as follows:

- 82% of the learners could not construct meaning. They could not express their ideas fully so that other learners could understand. They could not organize or communicate their ideas logically.
- 89% of the learners could not express their opinions fluently. They could not express the reason why they agree or disagree with certain ideas.
- 90% of the learners could not respond to the questions being asked. This was depicted through their inability to make decisions based on clear evidence. They could not even interact with their peers.
- 95% of the learners could not express their ideas coherently so that they are logically organized and connected. They only talked in individual sentences.
- 85% of the learners could not find the appropriate words which they could use to express their ideas accurately and precisely. They could not communicate interactively with their classmates. Their speeches were characterized by shyness and lack of self-confidence.

### **Statement of the problem**

Adult English language learners struggle with English language fluency components. They seem to lack the ability to communicate in English smoothly,

which refers to a general weakness in their English language fluency. Thus, the researcher attempted to design a program based on post-constructivism to enhance adult learners' English language fluency.

### **Study Questions**

To investigate the problem, the present study attempted to answer the following main question:

How can a program based on post constructivism develop adult learners' English language fluency?

To answer the main question of the study, the following questions were answered:

- 1) What is the status quo of adult learners' English language fluency?
- 2) What are the features of a program based on post-constructivism to develop adult learners' English language fluency?
- 3) What are the activities that can be used to develop adult learners' English language fluency?
- 4) What is the effectiveness of the application of a proposed program based on post-constructivism on developing English language fluency as a whole and its sub-components among adult learners?

### **Hypotheses of the study**

To investigate the research problem, the study tested the following hypotheses:

- There is a statistically significant difference between the mean scores of the study participants on the pre and post English language fluency test regarding the development of the participants' overall "English language fluency" in favor of the post-test scores.
- There is a statistically significant difference between the mean scores of the study participants on the pre and post English language fluency test regarding the development of each component of English language fluency in favor of the post-test scores.

## **Aim of the Study**

The aim of this study was to investigate the impact of using a program based on post-constructivism on developing Egyptian adult learners' English language fluency.

## **Significance of the study**

This study was expected to be significant to:

- **Adult learners at English training centers:** They would be able to use the English language communicatively to fulfill different language functions. They would learn the language in a more creative and interactive way.
- **EFL researchers:** The study would provide EFL researchers with different strategies and techniques that could be used for further study.
- **Curriculum developers and designers:** The study would signify the importance of post-constructivism and online learning as an important strategy in learning and teaching.

## **Delimitations**

This study was delimited to:

- a group of pre-intermediate to intermediate Egyptian adult learners (n=27).
- Participants come from different governorates in Egypt such as Cairo, Giza, Alexandria, and Sohag. Most of them were university graduates, teachers, and employees who were willing to develop their English level.
- developing the participants' English language fluency, with special attention to writing and oral fluency, through a pre-designed program based on post constructivism.
- developing the learners' meaning construction, coherence, reflection, interactive use of language, and accuracy.

## **Definition of terms**

### **Implicit Grammar Instruction**

According to Guci and Drajiati (2019), implicit grammar instruction has to do with the acquisition of grammatical rules through learners' communication and exposure to *meaningful linguistic input*.

In the present study, implicit grammar instruction refers to the learners' ability to interact with the English language fluency through watching interactive online movies, listening to podcasts, and navigating several topics on the internet.

### **English Language Fluency**

Smith (2017) defined English language fluency as "the ability to speak or write a particular foreign language easily and accurately." For him, learners should also have a good knowledge of grammar so that they can share meaningful messages that help them interact face to face and online with native speakers and realize other academic and social purposes.

In the present study, English language fluency refers to the learners' ability to use the English language smoothly, effectively, and fluently to fulfill different language functions. Language is not divided into separate skills, but rather dealt with as a whole.

### **Adult Learners**

According to Kapur (2015), an adult learner "is a term used to describe any person socially accepted as an adult who is involved in a systematic learning process, be it formal or non-formal or informal. This process may be self-mentored or corporate-sponsored, where learning may be undertaken as fulltime or a part time learner" (p. 111).

In the present study, adult learners are individuals with varying demands, experiences, and requirements. They are independent and willingly enter the learning environment for personal or professional.

## **Post-constructivism**

According to Stapleton and Stefaniak (2022), post-constructivism acknowledges the social and cultural contexts that influence how learners construct knowledge in a digital age. It emphasizes the role of technology, particularly e-activities and online learning environments, in facilitating collaborative knowledge building and transformative learning experiences.

In the present study, post-constructivism emphasizes the role of online learning. Learners get involved in online activities through which they navigate the internet in a trial to find several pieces of information. They elicit, evaluate, construct, and reflect on knowledge. Positive interaction among learners themselves and their teacher is taking place to construct meaningful and coherent sentences.

## **Organization of the remainder of this dissertation**

**Chapter Two:** Review of Literature and Previous Studies.

**Chapter Three:** Methods.

**Chapter Four:** Data Analysis, Findings and Discussion.

**Chapter Five:** Summary, Conclusions, and Recommendations.

# **Chapter Two**

## **Review of Literature and Related Studies**

## **Chapter Two**

### **Review of Literature and Related Studies**

This chapter presents a theoretical background for the current study based on a review of literature and related studies. This chapter deals with English language fluency, post-constructivism, as well as online learning.

#### **English Language Fluency**

Almost all language learners seek to use the target language fluently and accurately for different communication purposes. Brenda (2019) stated that having a positive interaction is one of the most important objectives of language learning. Furthermore, when learners engage in meaningful and supportive interactions, their English language fluency can significantly be developed.

Tavakoli and Wright (2020) asserted the importance of language fluency as it enables learners to construct meaningful sentences effectively and coherently and to communicate freely and confidently without pausing or hesitating. They can also express their ideas, convey, and understand information, and respond to others.

De Jong (2016) pointed out that English language fluency has to do with the learners' ability to translate their thoughts rapidly to construct meaningful messages. Three steps are involved in this quick translation: constructing meaning, planning how to convey it, and providing timely intelligible and meaningful messages that reflect the individual's understanding of the subject matters. All these steps are interrelated, and the learner is disfluent if he or she gets stuck at any of them. Moreover, De Jong (2016) highlighted the importance of coherence in English language fluency and the significance of organizing ideas in a logical and connected manner. For Hill (2020), language fluency refers to the person's ability to speak the language with ease, accuracy, and confidence just the same way he or she speaks his or her mother tongue. Taylor

(2020) stated that language fluency is essential for communication and language proficiency.

Thomson (2015) stated that language fluency had to do with the speaker's accent, intelligibility, grammar, vocabulary, and pronunciation. It also refers to the learners' ability to comprehend and use the learnt language with ease to construct meaning and interact positively with others. Sandoval (2019) mentioned that fluency refers to the learners' ability to use the language as smoothly, accurately, and efficiently as native speakers. According to Lewis (2020) language fluency refers to the person's ability to use the language naturally, interactively, confidently, accurately, and easily in different contexts and to be understood by others.

Jones (2021) indicated that language fluency refers to the person's ability to communicate comfortably and effectively in another language. For him, fluency can be taught by allowing plenty of time for the learners to communicate and participate in interesting activities that encourage them to use the language fluently. Lewis (2020) mentioned that English language learners can be considered fluent if they are able to employ language effectively and flexibly in social, academic, and professional contexts, comprehend complex structures, apprehend implicit meaning, construct meaning, interact and speak clearly and coherently, and write accurate, understandable and detailed writings on various subjects.

On the other hand, Simank (2020) related language fluency to the learners' ability to read accurately without unnecessary pauses. They can recognize words and achieve reading comprehension. Campbell (2020) defined fluency as the learner's ability to read effectively, accurately, and comprehensibly. Paige (2020) defined reading fluency as the learner's ability to read words rapidly, accurately, and expressively. For him, fluent reading can be determined through three indicators. These include 1) the learner's reading rate, 2) the accuracy of his or her pronunciation, and 3) the use of intonation that



brings a text to life. All these three indicators work together to produce a smooth, comprehensible, meaningful, and interesting speech or reading.

Manuel (2021) stated that writing fluency refers to the learner's ability to write with ease while using grade-appropriate vocabulary and well-structured sentences. On the other hand, teachers need to engage them in various writing activities to help them improve their overall language fluency.

After all, the researcher believes that language should be treated as a whole. It cannot be divided into separate skills. Learners are able to learn the English language with no division of separate skills. This means that learners interact positively with each other to realize a purpose such as solving problems, analysing a text, or creating an appropriate meaning in a context. These purposes have no relationship with the division of language into four skills. However, they are strongly related to the learner's ability to realize the pedagogical purpose through the English language rather than getting to learn a separate skill. Therefore, language fluency refers to the learner's ability to use the English language fluently for different language purposes. Developing English language fluency requires continuous practice, exposure to authentic language materials, and engagement in meaningful communication. Learners can develop their overall English language fluency by focusing on its different components and actively working on improving them concurrently.

As adult learners realise the interrelatedness and the power of synergy of different language components, they become empowered to develop their own language fluency and mutual understanding with colleagues. According to Zilberman (2017), adults face many challenges while learning foreign languages because conventional or traditional pedagogies divide the language into separate components and teach reading, speaking, pronunciation, and grammar separately. For him, adult learners will be able to learn a foreign language and develop their English language fluency as easily as toddlers do when this passive learning environment is transformed into an active one and all

language components are practised concurrently. According to Cumming (2013), it is uncommon to write lengthy texts without reading some sources, listening to audios, or watching visual material - or all - just as it is uncommon to speak a language without interacting with some other speakers and exchanging ideas.

According to Jain (2023), the whole language approach focuses on language as a means of communication and constructing meaning. Therefore, it is essential for teachers, who desire to develop their learners' overall English language fluency, to create a language-rich environment which requires learners to get involved in authentic and real-life experiences and to get exposed to multimedia and technology. Sukmayasa and Sudiana (2023) conducted a study on a group of 48 students of SD Lab in Undiksha, Indonesia to examine the relationship between whole language approach and the students' motivation and communication skills. The study revealed that teaching language with no separation to any of its components can highly develop the students' engagement and communication skills.

D'argenio (2023) mentioned that both accuracy and fluency should be stressed equally as they are both crucial elements of language learning. It is feasible to develop them through focused activities, either separately or simultaneously. However, teaching methods that combine accuracy and fluency in interesting ways that pique learners' attention are the most successful in boosting engagement, learning capacity, and language fluency.

In the current study, adult learners revealed their enthusiasm to develop their English language fluency for many reasons. First, while some of them needed it get promoted at their current work, others desired to get better job opportunities abroad. Second, they needed to write well-organized e-mails and professional and academic reports. Third, they need to be able to communicate fluently with their foreign colleagues at work. Fourth, some learners showed their interest in giving interesting presentations and to overcome their fear of

public speaking. However, as they had graduated from or enrolled in different public universities, there were several challenges facing them. They did not have enough appropriate vocabulary to express their thoughts regarding different topics. Moreover, they made several grammatical mistakes and had several pauses which all might hinder the readers' or the listeners' comprehension. To help adult learners achieve their goals, the current study aimed to develop their English language fluency with special focus on meaning construction, coherence, reflection, interactive use of language, accuracy.

### **Strategies for Developing Adult Learners' English Language Fluency**

Kabelka (2023) stated that watching movies, series, and news can help learners develop their English language fluency, become accustomed to colloquial, conversational forms of English, and comprehend the language better. Additionally, learners may attempt to find informal terms and check up their more academic equivalents. Moreover, Kabelka (2023) believed that using English language interactively in conversations and reflections can help learners practice and develop their understanding and speaking abilities.

According to Bogachevska (2023) language learners need to express their thoughts openly without worrying about what the audience may think of them. Moreover, they should practice the language daily which helps them develop their English language fluency. Language learners must also get engaged in discussions and conversations and think in English rather than using their mother tongue to translate their thoughts. Bogachevska (2023) also highlighted the importance of coherence as the logical organization of speech, conversation, or general communication which enables the listener, the speaker, the writer, and the reader to reach mutual understanding, construct meaningful messages, and interact with others. For him, it is advised to state general or broad information first and then provide real life examples in a logical order.

Looby (2021) emphasized the crucial role of online learning or e-Learning strategies, audio and video material, and the general use of technology

in developing learners' English language fluency. She stated that teachers and learners can select the most pertinent content to be taught or learnt because of the wide variety of sources available online. She also added that teachers and learners can have positive interaction online through the use of recording apps which enable learners to self-record, so they can submit their oral work to their teachers and get constructive feedback. This enables teachers to meet learners' individual differences and to monitor their progress. Therefore, incorporating technology into language learning can be beneficial for adult learners. Online resources, language learning apps, and virtual platforms provide interactive and self-paced learning opportunities. These tools offer a range of activities, including listening exercises, pronunciation practice, and conversational simulations, which can enhance fluency development. E-learning also enables learners to interact using messaging as they can express their thoughts, agreement or disagreement, comment on each other's ideas, reflect on films, novels, or books, through messaging.

Using authentic materials, such as newspaper articles, podcasts, series, or videos, exposes adult learners to real-life language usage. These materials present learners with diverse language structures, idiomatic expressions, and cultural contexts, leading to developing their English language fluency. Yeh et al. (2021) conducted a six-week study on a group of 77 Taiwanese university students to investigate the effect of using podcasts on their oral fluency. The study demonstrated that podcasts could enhance learners' English language fluency and accuracy.

According to Candelario (2022), teachers should guide learners in understanding and analyzing these authentic materials and try to develop activities that are suitable for the learners' level to help them develop their English language fluency. She declared that these activities included prediction activities, in which learners predict what would happen next, research and writing activities, in which learners navigate the internet about a certain topic

and reflect on or write about it, and debates, in which learners are divided into two groups while each group members argue with or against a specific topic. Widyastuti (2017) explained that using authentic material creates a fun and safe learning environment that enhances learners' comprehension, meaning construction, communication, motivation, accuracy, and language fluency.

### **English language Fluency Components**

For Derakhshan et al. (2016), fluency includes four major components; grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. While grammatical competence refers to the learners' knowledge of grammar, vocabulary, pronunciation, intonation, and sound of words, discourse competence has to do with the use of language for positive interaction in different contexts as they perceive and produce meanings. Sociolinguistic competence refers to the learner' awareness of the native speakers' culture that affects meaning and comprehension. Armostis (2013) added that strategic competence has to do with the learner's ability to restore communication and to repair any kind of misunderstanding through the use of repetition, gestures, or clarification.

According to Josephine (2019), fluency has some components. First, it implies clarity and coherence. Information and ideas should be as clear as possible and should follow a coherent and consistent sequence. Second, the conveyed knowledge should be specific and accurate. Third, language fluency requires positive interactive use of language that includes listening to speakers, showing interest, asking questions, and providing timely responses.

Ramezani et al. (2016) conducted a study on 100 English learners to investigate the relationship between critical writing and oral fluency. The results revealed that there was a close connection between both of them as critical thinkers achieve higher fluency.

According to Nasr (2022) English language fluency has to do with the learners' ability to construct accurate and meaningful language structures. They

should be able to convey timely meaningful messages with minimal pauses and appropriate expressions, while maintaining coherence in their sentences.

### **Development of Learners' English Language Fluency**

Prabha (2020) highlighted the importance of developing English language fluency for better communication, finer presentations and speeches, higher positions and more job opportunities, and open self-expression. According to Derakhshan et al. (2016), adult learners face many challenges while trying to learn a foreign language because of fossilisation and their belief that grammar is the major factor for achieving language fluency while reading, listening as well as learners' interests and needs are more important for achieving language fluency.

Clapton (2023) stated that reading, writing, speaking, and listening are all language components that learners need to focus on simultaneously to help them develop and foster their English language fluency. She added that building vocabulary is also important, and that the development of adult learners' English language fluency depends on their ability to actively construct meaningful sentences, accurately use different words in different contexts, and confidently interact with others.

Al-Zoubi (2018) conducted a study on a group of 42 EFL university students to investigate the impact of exposure to English language on language acquisition. The study revealed that the English language should be exposed to the learners constantly through watching English-language films and television shows, browsing the internet, listening to the radio, reading English books, magazines, and newspapers, as well as practising with native speakers every day. This encourages students to overcome their weaknesses and improve their English language fluency. Additionally, parents and teachers should emphasise the value of learning English language by exposing their children to the

language on a regular basis through a variety of strategies that can improve their language fluency.

Rahnama et al. (2016) emphasized the importance of creating a safe and friendly learning environment that enables learners to develop their accuracy and fluency. They contended that learners encounter some challenges mastering the language, however they try to find solutions to these problems. Therefore, teachers need to provide suitable material and equal opportunities for all learners to learn and be fluent.

Makheja (2023) first declared that regular, daily, and meaningful language practice is essential for English language fluency development. Second, teachers need to provide opportunities for learners to participate in group discussions, debates, or presentations, as this helps build confidence and fluency. Third, online learning and self-paced courses may help English language learners develop their language fluency. Fourth, creating an environment where learners are surrounded by English is crucial. Teachers should encourage learners to engage with English media, such as movies, TV shows, music, and podcasts. This exposure helps learners become familiar with the language's sounds, intonation, and vocabulary. Finally, learners should not feel afraid of making mistakes, or asking questions for the feedback they get from their teachers or peers may help them develop their English language fluency faster.

### **Possible Online Contexts for Developing English Language Fluency**

Curry (2020) stated that there are several ways by which learners can achieve English language fluency online. These ways include the following:

- **Listening to online lectures.** Learners can find many interesting videos on different websites such as TED talks and YouTube which learners can watch and reflect on either through writing or speaking.
- **Self-evaluating recorded presentations.** This paves the way to self-evaluation and self-monitoring. Teachers can ask their learners to

evaluate themselves and their recorded presentations with reference to some criteria.

- **Using blogs.** Blogs enhance the learners' engagement and communication skills. While learners can send blog posts, their peers and teachers can send them comments and feedback. Thus, they enable interactions among learners themselves and among learners and their teachers.
- **Using breakout rooms.** This can help teachers group their learners in a safe learning environment. They can interact and peer-review each other. Learners can be sent to breakout rooms to discuss a topic or to assess each other's work and then share their findings as a group when they return to the main virtual classroom.
- **Using different webinar formats.** Learners can use webinar formats to give online presentations. According to Bombora (2021), webinar formats can take different forms including masterclass, panel discussions, chat shows, and interviews. The masterclass takes place when one or two speakers speak directly to the camera to inform their viewers about a specific topic by using videos and slides. They can make the session more interactive by using polls and questions. The Panel Discussion includes experts who hold a discussion saying their opinions about a specific topic to each other. These discussions can be recorded. This can also help those speakers who feel shy to talk in front of the camera as they will be talking to each other. In the chat show, there should be a presenter and some guests who will talk informally about a certain topic. This will be like a radio or TV show. Finally, the interview involves a guest and some hosts. The hosts ask some questions to the guest who must answer them based on his or her knowledge. This can be done on Zoom where all parties can be present, open their cameras, and exchange talk.



Benjamine (2020) stated that joining online language communities, forums, or social media groups such as italki and Linguaholic, can provide learners with opportunities to engage in discussions, ask questions, and receive feedback from a community of learners and native speakers. For her, a language community refers to a group of people who interact using the same language for the purpose of learning and enhancing language fluency. This language community can either be physical or online.

### **Assessment of Adult Learners' English Language Fluency**

Assessment is essential in any learning and teaching process. It gives teachers the opportunity to modify their teaching techniques and strategies and enables learners to monitor their progress. Joshi et al. (2020) contended that assessment is one of the most powerful stages in education as it provides teachers with measurable evidence of the learners' mastery of the material and their progress.

Ajideh and Nourdad (2012) differentiated between product-oriented testing and process-oriented assessment. They believed that testing does not accurately assess the learners' performance as learners may be doing well inside the classroom but getting low marks in the final exam. Moreover, they do not recognize their weaknesses as the only feedback they get is their result or final grade. On the other hand, process-oriented assessments make it possible for teachers to identify the learners' needs and predict their future development based on their class performance as well as their interaction with peers and teachers.

After COVID 19, online assessment or e-assessment has emerged as an alternative form of formative assessment such as e-portfolios which help learners self-evaluate themselves and be prepared and ready for the summative assessment such as digital open book exams (Joshi et al., 2020). Yang et al. (2017) suggested that e-portfolios can be used as a tool for e-assessment to achieve better learning outcomes and enhance peer and self-assessment for adult

learners. According to Lazenby (2022), an e-portfolio refers to a set of tasks or assignments sent by learners in an electronic format which serves as evidence of their learning over time. They arrange, record, and exhibit their learning experiences in one digital place using an e-Portfolio and consequently their learning is deepened by the reflective process of constructing a portfolio over time.

Mustafa and Raisha (2021) stated that assessment is crucial in any learning process to assess the learners' progress and that is why it is important to use rubrics to ensure objectivity. A rubric was defined by Chowdhury (2018) as a scoring instrument which outlines different assignments' requirements across three to five levels of performance. She added that it can be used by teachers to avoid subjective and biased assessments and by learners, as a formative assessment instrument, to monitor their progress and get better results.

Morrison and Wilcox (2020) suggested using rubrics for assessing learners' fluency, performance, abilities, projects, portfolios, and knowledge. Varnell (2021) maintained that teachers use rubrics to make fair and consistent judgements and to provide similar accurate results. Moreover, rubrics clarify exactly what is expected from the learners so that they can self-assess themselves, develop their performance and comprehend the reason why they get certain scores. Farzana (2023) conducted a study on a group of 15 faculty members and 33 graduate students to investigate their perspectives on using rubrics in online learning in Bangladesh. This study revealed that Well-designed rubrics and e-rubrics can provide accurate and objective assessment of learners' work, save time, help learners identify and detect their mistakes, facilitate self-evaluation, and peer assessment, and assist both learners and teachers achieve better learning outcomes.

Rubrics can also be used for paper assessment. Miknis et al., (2020) conducted a study on a group of 42 university students to investigate the effect of using rubrics for developing learners' assessment. The study revealed that rubrics can help learners better self-assess themselves, detect their strengths and weaknesses, and know how to achieve better outcomes and get higher grades and to work accordingly. Alibakhshi and Sarani (2014) conducted a study on 30 pre-intermediate and 30 upper-intermediate learners to investigate the impact of self-assessment on developing English language learners' fluency. The results showed that self-assessment is highly effective in developing learners' English language fluency.

Kling and Bay-Williams (2014) pointed out the importance of using formative assessment strategies such as interviews and observations to assess learners' language fluency. During interviews, teachers discuss a certain topic with their learners and ask them follow-up questions. On the other hand, teachers normally observe their learners during the teaching process to check their progress. It is always a good idea to keep a list of the learners' names to record observations. Meliani Syukri et al., (2021) conducted a study on a group of 138 undergraduate students in Indonesia to investigate the effect of applying weekly formative assessment on enhancing the students' performance in their summative oral and written exams. The study showed that integrating weekly formative assessment into students' curricula can have a positive impact on students' final summative performance.

Sanders (2021) claimed that pre-post tests are used to assess learners' progress and compare their performance before and after a predesigned course with a predetermined period of time. These tests provide teachers with the current learners' academic level. Learners can also do post-tests regularly during the course and at predetermined times set by the teacher.

## **Post-constructivism in EFL Teaching**

In the twenty-first century, learners are no longer passive information consumers as there are other information sources rather than the teacher. There are several resources accessible to learners for knowledge acquisition. Education has witnessed a considerable transformation after the emergence of online learning platforms and the use of technology. Therefore, to assure better learning outcomes and to promote involvement among learners, traditional teaching methods should be replaced with more effective and modern ones.

Santosa (2021) indicated that the education system along with the teachers' and learners' roles have changed dramatically after the emergence of technology in every field in the twenty-first century. Education should help learners practise critical thinking, communication with technology integration. Thus, teachers are just facilitators of the learning process. They have become responsible for coaching their learners of how to navigate, use the internet, and be autonomous and independent learners (Wiraningsih & Santosa, 2020). Also, Bailey (2021) revealed the importance of technology integration in the twenty-first century. He believed that technology not only enhances learners' engagement, collaboration, critical thinking, problem solving, presentation skills and participation, but also provides various resources for several learners of different learning styles and abilities.

Thane (2023) contended that online learning and technology use became necessary in the 21<sup>st</sup> century due to knowledge accessibility at any time and any place. For her, online learning takes many forms which include, but are not limited to, online training courses, hybrid learning, mobile learning, podcasts, videos, and webinars. Therefore, online learning allows learners to engage in remote interactions with teachers and peers, advocating flexibility and increasing accessibility.

For Darwanto (2020), post-constructivism has to do with knowledge reproduction and internet navigation using the available technological sources.

It is important for learners to know where and how to get knowledge as only attending classes is no longer sufficient. Darwanto (2020) added that post-constructivism is learning-centred and the teacher is more of a coach and facilitator of the learning. He believed that post-constructivism focuses on learning and reproducing knowledge that has been accessed through technological devices. Learners need to be selective and to look for trusted sites to cite from. Therefore, online learning is an integral part of post-constructivism.

Frielick (2004) defined post-constructivism as an approach that focuses on online learning and goes beyond the comfort zone of constructivism. It is considered as an extension of constructivism that highlights the importance of social interaction, collaboration, online learning, knowledge construction, and critical reflection in the learning process. Brown (2006) stated that post-constructivism focuses on knowledge navigation and online learning. For him, successful learning takes place as teachers monitor and coach whereas learners explore, build, elicit, and evaluate knowledge and solve contextual real-life problems through active engagement in problem solving activities and extensive communication and collaboration.

In her article *On Beyond Constructivism*, Larison (2021) emphasized the role of human interactions in creating more meaningful learning. She argued that learners can achieve better learning outcomes through their interactions with their teachers and also through contextual learning which enables them to apply what they learn in real-life situations.

Talking about post-constructivism and navigation, Sahib (2021) pointed out that learners can find several sources about the same topic on the internet through knowledge navigation. In addition, teachers should guide, encourage, and motivate their learners to navigate the internet and to be able to find and build their own knowledge. For him, teachers should provide their learners with a list of authentic websites, such as google scholar, that learners can depend on

to find authentic knowledge in addition to teaching them how to use search engines.

Table (1) illustrates the educational shift in post-constructivism (Brown, 2015). Access to information and education are undergoing a significant transformation because of the internet, as well as Massive Open Online Courses (MOOCs), and technology. They are altering how people seek, find, teach, and conduct research as well as how they learn. Millions of individuals worldwide have access to an expanding amount of knowledge daily as a result of the advancements in technology. Libraries and books are no longer the exclusive sources of knowledge and information.

**Table 1**

*Shifting Towards Post-Constructivism in Education*

<b>Theory</b> <b>Level of Comparison</b>	<b>Constructivism</b>	<b>Post-constructivism (Navigation)</b>
Learning	Knowledge production	Knowledge navigation
Teaching	Learning facilitation	Coaching and mentoring
Teachers' role	Guide on Side. They guide learners and tell them what to do.	Coach in touch. They mentor learners and help them navigate, use technology, communicate, and find information themselves. They accompany them throughout their journey to develop their digital literacy.
Learner's role	Information generation	networking and communication
Objective of Learning	Knowledge management	Meaning construction

Adapted from (Brown, 2015)

From the previous table, it is obvious that the roles of both learners and teachers have changed after the emergence of post-constructivism. While the learners' role has become to construct meaning, solve problems, navigate knowledge, reflect on data, and surf the internet for more useful and reliable information, the teachers' role has become to coach and mentor their learners' performance.

Therefore, post-constructivism and connectivism share many features together. Mattar (2018) mentioned that connectivism has appeared to emphasise the idea that learning should happen in a social context and through using technological tools. It also focuses on the learners' making online networks, solving problems, engaging in critical thinking activities, and attending online courses and workshops (Boyras & Ocak, 2021).

### **Post-constructivism Strategies and Techniques**

Talking about constructivism and beyond, Deymi-Gheriani (2016) pointed out the importance of using technology and online language teaching to enhance learners' communication, collaboration, accuracy, online discussions, and meaning / knowledge construction. For her, teachers can use Moodle as a useful platform that provides learners with a safe learning environment through which they can interact and discuss different topics.

Brown (2015) argued that internet navigation is the core strategy that lies beyond constructivism. For him, learners need to "find, identify, manipulate, and evaluate information and knowledge, integrate this knowledge into their world of work and life, solve problems, and communicate this knowledge to others" (p. 232). Learning activities are focused on exploration, connection, evaluation, integration, problem solving, communication, collaboration, online learning, and internet navigation. Successful learning happens when teachers ask their learners to solve contextual real-life problems and help them to communicate and collaborate with each other. The teacher needs to mentor and coach the learners in how to navigate (Brown, 2015).

Table (2) explores learning paradigms in post-constructivism. It shows the main characteristics of different language theories. It also presents the learning objectives to be achieved by the end of the learning process as well as the role that should be played by the teacher inside and outside the classroom.

**Table 2**

*Exploring and Anticipating Learning Paradigms in Post-Constructivism*

<b>Theory</b>	<b>Constructivism</b>	<b>Post- constructivism</b>
Main Characteristic	Knowledge production era  The main aim of the learning process and learning activities is for the learners to construct and produce their own knowledge while being engaged in active learning activities.	Knowledge navigation era  Knowledge navigation is the focus here. Learning activities are based on internet exploration, and knowledge evaluation, with the final aim of solving problems.
Teacher's role	Based on constructivism, the teacher's role is a facilitator who guides learners to what and how to learn.	The teacher's role here is to coach and mentor the learners in how to navigate and achieve the required competences.

Adapted from (Brown, 2015)

### **Online Learning in Education**

Throughout the 21<sup>st</sup> century and after the COVID-19 pandemic, there has been a great shift towards online learning. According to Adedoyin and Soykan (2020), this pandemic has forced people to keep physical distance and avoid getting closer to each other in business meetings, sport activities, or schools and therefore educators shifted to online learning.

Hodges et al. (2022) stated that faculties and universities have shifted to online learning due to the infectious coronavirus disease in a trial to keep all



people involved in the learning process safe and secure. They can meet whenever they want and wherever they are. Muthuprasad et al. (2021) carried out a survey on 307 Agricultural students to investigate their preferences towards online learning. Despite facing some challenges using technology, the students had positive attitudes towards online learning, and they revealed their satisfaction with the whole experience along with its flexibility and convenience. Moreover, 70% of the students were ready to shift to online learning to manage the syllabus during the pandemic.

Brown (2015) stated that the internet along with its Massive Open Online Courses (MOOCs) is dramatically changing education and the teaching and learning process. According to post-constructivism, online learning is an essential feature in English language contexts as an international feature. Through online learning, also known as E-learning or electronic learning, learners use technology and media to acquire knowledge and access information (Tamm, 2023). Bates (2020) defined online learning as “any form of learning conducted partly or wholly over the internet”. Bączek et al. (2021) defined online learning as “using information technology to improve the quality of education.” Altunay (2019) added that through online learning, learners can attend virtual classes and interact with their peers without time or place limitations.

Rockey (2020) mentioned that online learning provides a student-centred environment where the instructor plays the role of the coach who provides feedback to learners whenever needed. The teacher is no longer the only source of information.

Montiel-Chamorro (2018) conducted a study on four classes at El Bosque University in Colombia to see the difference between face-to-face education and online language learning, while two classes received online learning and the other two classes received face-to-face education. 72 students were randomly divided into 36 for the online classes and 36 for the face-to-face classes. The

study revealed that online language learning can be as effective as face-to-face learning or even better. It gives learners the chance to revisit the content without time or place restrictions.

### **Advantages and Disadvantages of Online Learning**

According to Gautam (2020), online learning has many advantages. For him, the advantages of online learning include efficiency as online learning enables teachers to be more efficient by going beyond the traditional curriculum and textbooks and using tools such as videos, PDFs, and podcasts. Second, online learning provides accessibility of time and place. Online learning allows learners to attend classes from any place and at any time. Moreover, teachers can record online sessions and share them with their learners so that they can access them at any time. Third, online learning is affordable. The course materials are available online which enables learners to study without having to pay for transportation or any extra fees. Fourth, it improves learners' attendance. As online sessions are available online and as learners do not need to go to a specific place to attend classes, learners rarely miss a class. Finally, it suits a variety of learning styles. Online learning paves the way for differentiation and individualization and customization according to learners' needs. Along with its various tools and techniques, learners can find their way to understand any lesson based on their different learning styles. Bączek et al. (2021) contended that online learning helped reduce carbon dioxide emissions as people did not have to use traffic to move from one place to another.

Elfiza and Subroto (2022) conducted a study on a group of 31 middle-school Indonesian students to investigate the effect of using Zoom application on their language fluency. The results revealed that Zoom, along with its different available options, had a positive impact on the students' fluency.

Singh (2021) added that online learning enables learners to balance other activities with their education because of its accessibility and flexibility. Moreover, learners can take tests various times till they master the acquired

knowledge. Ingeborg (2021) declared that online learning is suitable for employed people as it is either cheaper than face to face courses or it is free. Personnel can attend classes at their own convenience without losing money or wasting time.

On the other hand, Thompson (2021) wrote about the disadvantages of online learning. He claimed that online learning creates a sense of isolation as there are less opportunities for learners to interact and communicate through online learning. It also requires teacher training as many teachers are not technologically savvy. They need training and practice in order to be able to go through the online learning experience with their learners. Moreover, to grasp the learners' attention during online sessions, teachers need to create engaging and interactive lessons, otherwise their learners will easily be distracted by social media. Both teachers and learners can face internet connection issues which may disable them from focusing on the lesson and continuing the online sessions. Altunay (2019) conducted a study on 62 Turkish English language university students. The study revealed that although learners were happy with online learning flexibility, they faced some technical problems. Gautam (2020) added that online learning leads learners to spend much time staring at their screens which severely affects their sight. Sitting for a long time may affect the learners' physical health as well. Sapir (2020) revealed that online learning lacks kinetic activities. Learners may miss working on physical projects or having hands-on-experience.

### **Post-constructivism and Online Contexts**

Technology integration has been one of the essential tools in the 21<sup>st</sup> century. Gallardo-Alba et al. (2021) argued that due to the coronavirus pandemic in 2019, there was a pressing need to shift towards online learning in education.

Shedding light on post-constructivism, Schifter et al. (2013) pointed out the importance of technology integration and online learning in education. They

argued that technology helped narrow the gap between and among teachers, learners, and the subject being taught. Learners were not passive recipients. They were positively engaged and involved in interactive meaningful activities and exchanges.

Talking about post-constructivism, Bińczyk (2013) asserted the importance of integrating technology in all fields of science. Therefore, learners needed to create and reconstruct their knowledge. Online contexts can align with the principles of post-constructivism due to the several available opportunities for learners to actively construct knowledge and meaning through collaborative activities, and discussions. Ivakhiv (2010) indicated that there was a huge shift away from constructivism in the 21<sup>st</sup> century as learners needed to use technology and interact in real life practices for real learning to happen. James et al. (2020) argued that technology, pedagogy and curriculum development should all be integrated in order for real learning to happen in real-life experiences through which learners could develop and build 21<sup>st</sup> century competencies like teamwork, digital literacy, critical thinking, problem solving and positive interaction.

According to King (2011), shifting towards online learning and technology integration has become vital in today's post-constructivist era. Moreover, Pennazio et al. (2012) asserted the importance of virtual and physical learning environments in enabling learners to build their own knowledge. Furthermore, Fabbri (2018) stated that actual and real learning happens in a "deliberately educational digital environment" which enables learners to navigate knowledge and build their own meanings based on their prior knowledge and their levels of understanding. This also aligns with the principles of post-constructivism that assert the role of internet navigation for knowledge construction. Moreover, through online contexts, such as virtual classrooms, learners can participate in online discussions and reflections, and provide

feedback to their peers, all of which can promote their interaction and knowledge construction.

The researcher believes that learners need to navigate the internet to build their own knowledge about several topics in order to be able to communicate and express their ideas smoothly and fluently. This enables them to have a clear idea about what they are talking about as most of the time what hinders the learners' ability to express themselves is their lack of knowledge about certain topics. This can successfully be done through navigation.

### **Post-constructivism and Language Learning**

Learners need to take responsibility for their own learning. They need to search, navigate, and build their own knowledge. They should play the role of active participants rather than passive ones. They should interact and communicate with other language learners to develop their English language fluency.

According to Sewagegn and Diale (2019), learners feel confident, active, and engaged in a learner-centred classroom which aligns with the principles of post-constructivism that emphasize self-directed learning. For them, learners become problem solvers, critical thinkers, and motivated participants which, in turn, help them develop their language. Juliaty et al. (2019) also examined the responses of 17 English language learners towards learner-centred classrooms. The results showed that the learners had positive attitudes towards learner-centred classrooms which were revealed through their activeness and participation in various activities and through their enthusiasm for technology usage.

In a trial to investigate the impact of post-constructivist learning on foreign language learning, Suhendi and Purwarno (2018) conducted a case study that revealed its positive impact on language learning as it increases the learner's engagement and curiosity about new topics and ideas related to their needs and interests.

Post-constructivism points out the importance of the social and cultural aspects of language learning. It acknowledges that language is not solely developed through individual cognitive processes, but also through interaction with others within various cultural contexts. Adult learners benefit from engaging in authentic communicative situations that reflect real-life language use, such as role-plays and group discussions. Therefore, post-constructivism promotes English language fluency by providing learners with opportunities to practice language in meaningful and relevant contexts. Talking about post-constructivism, Abdelhalim and Alqubayshi (2020) stated that language learning happens when learners are actively engaged in interactive social and cultural situations. Learners share knowledge, exchange ideas, communicate and interact with one another which, in turn, deepen their understanding and enhance their language fluency.

Manegre and Gutiérrez-Colón (2020) studied the effect of knowledge construction on developing foreign language learning. They found out that knowledge construction along with online learning enable learners to learn better and enhance their language comprehension and fluency. Di (2020) stated that knowledge construction, which is a vital part of post-constructivism and a step forward to develop language fluency, involves summarising, asking questions, constructing meaning, and making connections. All these techniques help learners better understand the material and become better language users.

Brown (2015) believed that learners needed to interact with one another and with their teachers, navigate knowledge and share it in order for real learning to happen. Weberg and Davidson (2021) revealed that post-constructivism is based on navigating the various available online sources of information and constructing meaning out of these sources, which made learners more interactive and engaged in the learning process. Furthermore, asserting the impact of navigation and the use of modern technology in education in the 21<sup>st</sup> century, Raja and Nagasubramani (2018) mentioned that

knowledge transfer became much easier and more convenient because of technology. For them, learners could find assisting material through the internet. They could also watch educational videos and tutorials which could help them develop and enhance their learning.

Ebraheem (2017) conducted a study on 50 preparatory school students to investigate the effect of using a post-constructivism paradigm on developing their English reading and writing proficiency. He divided the students into 2 groups: an experimental group (N = 25) and a control group (N = 25). The experimental group was introduced to the post-constructivism program based on navigation while the control group was exposed to traditional teaching. The results showed that post-constructivism along with knowledge navigation was highly effective in developing learners' reading and writing competencies. It also affected the whole learning process positively as it became more enjoyable and pleasurable.

Sanako (2021) stated that technology not only increased the learners' exposure to language and enhanced their motivation, attention and understanding of the material but also enabled teachers to integrate the real world into the classroom and added a practical flavour to their teaching. Moreover, technology and internet navigation enabled learners to check their mistakes and to interact and have contact with native speakers and other language learners which enhanced their language learning and comprehension. They could even choose the most suitable websites to be used to build their own knowledge and collect data about a certain topic which, in turn, strengthened their decision making and learning responsibility (Sanako, 2021).

### **Post-constructivism and English Language Fluency**

El-Fouly (2020) conducted a study to investigate the effect of using a program based on post-constructivism on developing learners' English language fluency. The study included 70 students who were divided into two groups: an experimental group and a control group. The study revealed that the post-

constructivism program helped participants to develop their own English language fluency and increase their motivation and participation inside the class.

Darnhofer (2020) stated that post-constructivism sheds light on the significance of the social and cultural components of the language. Therefore, it paves the way for the learners to interact, communicate, network, solve problems, share knowledge, and acquire grammatical rules implicitly. All these help learners to develop their language fluency through using language in context. They express their feelings, emotions, ideas, and viewpoints. There may also be an exchange of the learners' different cultures and traditions. Besides developing the learners' fluency, talking about one's interests enhances his or her self-confidence.

Kuepers (2017) asserted that post-constructivism programs help learners get involved in discussions, share, and compare their ideas, thoughts and beliefs which, in turn, enable them to think critically and achieve better comprehension of the world around them and construct accurate meaningful sentences. Karavanidou (2015) pointed out that post-constructivism involves the use of reflective thought which enables participants to talk and negotiate knowledge in order to co-construct meaning and knowledge and also reach a point of mutual understanding. They criticise, discuss, and reflect on each piece of information they get.

As making use of the available technological aids and shifting towards navigation are integral parts of post-constructivism, Omer (2021) investigated the effect of using technology and online learning on developing 60 university students' English language fluency. The study revealed that online learning has a great effect on the students' English language fluency. Aaron (2016) also investigated the effect of online English language instruction on developing 38 university students' English language fluency. The study revealed that online



learning had a great effect on the students' language fluency and a positive effect on their communication and interaction.

### **Commentary**

This chapter tackled a review of literature and previous studies related to English language fluency, post-constructivism and online learning as well as the relation between them. This review was beneficial to the current study; as it helped the researcher to get more knowledge about the different variables included in the study, and accordingly, reflect different ideas and viewpoints on designing instruments and strengthening the relationship between English language fluency development and post-constructivism. This relation reflects more deep ideas on both the process and product of English language acquisition.

A program based on post-constructivism enables learners to learn through virtual and real learning contexts. Teachers can integrate technology and online learning in a way that leads to self-learning, problem solving, and navigation. Teachers coach learners in how to navigate and find knowledge themselves. This enables learners to develop their English language fluency as they get involved in varied activities that help them collect data, build their own knowledge, and express ideas.

Programs based on post-constructivism help in creating a safe-learning environment in which learners can practice English language fluency at their own pace and based on their level of understanding and thinking. They depend on their prior knowledge to construct and reflect their meanings. They are active participants in the learning process. They search and navigate the wide ocean of the internet. They are no longer passive recipients of the information which they receive from the teacher who has long been considered the only source of information.

Through designing a program based on post-constructivism, learners are self-motivated and actively engaged in interesting activities and topics which

are all closely related to their interests and needs. They take different parts in pre and post activities which require them to create and develop ideas, justify their answers, reflect on their understanding, express agreement, and disagreement, and practice the English language fluently.

The involved activities are varied. Learners listen to podcasts, watch interactive videos, sitcoms, and TED talks. They reflect on what they watch or listen to. They express their viewpoints, answer pop-up questions, share their thoughts, get involved in discussions, roleplay conversations, and play games. This help learners develop their English language fluency faster.

In the current study, English language fluency is treated as a whole. There is no use of studying separate language skills. Studying language skills in isolation leaves learners unable to use the language as fluently as they use their own mother tongue. Integrating all language components helps learners achieve their goal of being fluent.

Learners work in groups to navigate the internet and search for different topics. They talk to each other in a trial to have a deep understanding of a certain topic. Later on, they write their findings. Finally, they share them with other learners.

After all, having a learner-cantered classroom in which learners interact positively can help develop their English language fluency. Moreover, using technology and navigation helps learners get knowledge and talk fluently about different subjects.

# **Chapter Three**

## **Methods**

## **Chapter Three**

### **Methods**

This chapter presents the study design, participants, as well as the instruments of the study. It also provides a detailed description of the study proposed program.

#### **Study Design**

The researcher adopted a one-group pretest-posttest design to analyze the learners' English language fluency pre and post experimentation and to assess the progress of their performance. The researcher also adopted a mixed-method design to analyze the learners' fluency and analyze it both qualitatively and quantitatively.

#### **Participants**

Participants of the study were selected after posting an online announcement through social media about a free program that enhances adult learners' English language fluency. The researcher nominated a group of adult learners who were interested in enhancing their English language fluency to take a customized English placement test to be able to participate in the study. The test was divided into two parts: written and oral. 70 learners took the placement test. The researcher chose those participants whose levels were between pre-intermediate and intermediate. However, only 27 learners, aged between 20 and 35 years old, were willing to participate and complete the program. The researcher briefed them about the study objectives and what they would do during the program. They were informed that the final objective was to enhance their English language fluency and, therefore, they would be involved in different activities such as problem solving and decision making. While the pre- and post-tests were administered both before and after the experimentation at Alfostat

training center in Giza, the program itself was conducted online through Zoom application.

### **The List of English Language Fluency Components (Appendix D)**

The researcher prepared a list of the learners' English language fluency components (Appendix D). This list was based on their needs, and it was designed according to the current trends of EFL teaching and learning. Then, the following instruments were prepared based on the list.

#### **Structure of the list**

The list included five main English language fluency components: meaning construction, coherence, reflection, interactive use of language, and accuracy.

#### **Instruments**

The researcher designed the following instruments in the present study:

1. A pre/post English language fluency test
2. An English language fluency rubric

### **The pre/post English language fluency test (Appendix B)**

#### **Purpose of the test**

The researcher used this test to assess adult learners' English language fluency. This helped the researcher to measure how much the participants developed throughout the experimentation. They were given the test both before and after the experimentation.

#### **Description**

The test (Appendix B) was divided into two parts to assess the learners' writing and oral fluency. The test consists of 8 different questions: 4 questions in the first part and 4 other questions in the second part. To avoid memorization of the test items, the researcher created two different versions for the pre and posttest. Both tests followed the same template but had different topics.

#### **Content**

The test was designed and edited considering the following:

- The list of English language fluency components.
- Previous studies and literature dealing with English language fluency.
- The suggestions and modifications made by the advisors.

### **Piloting the test**

The test was piloted on a group of adult English language learners who have passed level 4 in Cambridge English placement test. It was administered prior to teaching the present study program. They were (30) learners. The test was piloted for the following purposes:

- Determine the appropriate time needed to answer the test.
- Calculating internal consistency.
- Checking the suitability of the test questions to the target learners.
- Testing reliability.
- Testing validity.

### **Determining the Test Time:**

To determine the time of the test, the researcher piloted the test on a group of adult English language learners. The time was determined by calculating the time that each learner spent to answer the test, and then calculating the average time for the whole group. The average time for the test was 90 minutes for the first part and 27 minutes for the second part. The average time of the test was calculated according to the following formula:

$$\frac{T1 + T2 + T3 + T4 + \dots}{N}$$

Where:

T= the time taken by each learner to finish answering the test

N= the number of all learners

### **Calculating Internal Consistency:**

The internal consistency of the test was calculated through:

### Internal Consistency of the Test Components

To ascertain the internal consistency of the English language fluency components which were measured through the test, the correlation coefficient between each component and the total score of the test was calculated. The following table shows the correlation coefficients:

**Table 3**

*Correlation Coefficients between the Degree of each component of English Language Fluency and the Total Test Score*

Language fluency components	Correlation
Meaning construction	0.74
Coherence	0.72
Reflection	0.70
interactive use of language	0.70
Accuracy	0.72
Significant at 0.01 level as $R \geq 0.45$ , where $N = 30$	

Table 3 indicates that all the components are statistically significant. This indicates the internal consistency of the test.

### The Internal Consistency of the Test Items or Questions

To ensure the internal consistency of the English Language Fluency Test, the correlation coefficients between each question and the total score were calculated after deducting the score of the question from the total. The following table shows the correlation coefficients between the score of each question and the total score of the test:

**Table 4**

*Values of the Correlation Coefficients between the Score of Each Question and the Total Score of the Test*

question	Correlation
1	0.74
2	0.72
3	0.70
4	0.75

Table 4 indicates that all test questions are statistically significant to the total score, which indicates the internal consistency of the test questions.

### **Testing reliability**

Test reliability was calculated through:

- **Alpha- Cronbach's Coefficient:**

Alpha- Cronbach's coefficient was calculated to be (0.90) which was considered a high and reasonable value that generally indicated the consistency and reliability of the test as an instrument.

- **Inter-rater:**

The test was reassessed by an inter-rater (Ph.D. holder) and the correlation coefficient between the two raters was calculated at (0.98) and this was a very high correlation. This shows the accuracy and stability of the test. Moreover, it suggests that the test could be trusted as a reliable instrument.

### **Testing validity**

Test validity was verified through the guidance of the advisors and through the review of literature and previous studies. Based on the advisors' modifications and the researcher's readings, the researcher modified the test to measure English language fluency components.

### **The English language fluency rubric (Appendix C)**

#### **Purpose of the rubric**

The researcher designed a rubric to judge the progress of learners' level of fluency pre/post treatment.

#### **The structure of the rubric**

To assess the learners' English language fluency, the researcher designed a rubric (Appendix C) of 5 components (i.e., meaning construction, coherence, reflection, interactive use of language, and accuracy). The researcher rated the learners' performance in each component on a scale from 1 to 4. "1" indicated poor performance whereas "4" indicated excellency.



## **Validity**

Content validity of the English language fluency rubric was established by confirming that the rubric accurately measures and reflects the English language fluency components previously specified in the list.

## **The Post-constructivism Program (Appendix E)**

### **Purpose of the program**

This program (Appendix E) aimed at developing adult learners' English language fluency. The researcher had applied a placement test to a group of English language adult learners. Those whose level was between the pre-intermediate and intermediate could participate in the study.

### **Performance objectives of the program**

By the end of the program, the learners were expected to:

1. Use English language fluently, smoothly, and confidently.
2. Distinctly construct meaningful thoughts and ideas
3. Communicate comprehensible messages that are logically and relevantly organized.
4. Reflect on what they see, read, or hear while expressing themselves in English.
5. Use well-structured sentences.
6. communicate interactively and smoothly to fulfill different language functions.

### **Content of the program**

Throughout the program, the researcher provided several sessions to develop the learners' English language fluency. It consisted of 2 face-to-face sessions and 13 online sessions. The first two sessions of the program were orientation sessions. First, learners were given the pre-test, so that the researcher stood on their current level. The first session started by revealing the objectives of the whole program to the learners and ended by administering the pre-test. By the end of this session, learners were expected to have an overall idea about the

program and the different roles that they were going to play. Throughout the second session, the researcher introduced some helpful information to help learners to navigate, avoid plagiarism, and prepare e-portfolios. The next sessions included different interesting activities to encourage learners to communicate, exchange knowledge, construct meaningful and accurate sentences, and interact willingly, confidently, coherently, and actively. In the last session, the researcher administered the post-test to see how much they had progressed.

### **Duration of the program**

The program lasted for five weeks. The researcher had two face-to face meetings with the learners that lasted for approximately eight hours. Later, she met the learners three times a week, while each session lasted for three hours and a half. The total number of hours for teaching the program was 53 hours. Furthermore, each learner spent at least five hours in their portfolio preparation.

### **Learning and teaching strategies and techniques**

The researcher used active learning to reach the objectives of the program and to facilitate her mission. Practising active learning, learners were motivated and active participants who participated willingly in the learning process. They interacted, reflected viewpoints, solved problems, made decisions, constructed meaning, and shared knowledge. The program also included problem-based learning as well as decision making activities. Learners collaborated to achieve certain goals. Role-playing activities were included in the program. Learners took on different roles in given situations. They made scenarios and distributed roles. Moreover, online learning and navigation were crucial in this program as they paved the way to self-learning.

### **Assessment**

To assess learners' progress, they had a pre/posttest that was designed by the researcher. A test was administered on the learners on the first and last session. The researcher, then, compared the results of the pre and post English language fluency test to measure the learners' progress throughout the program.

The researcher also asked the learners to prepare an e-portfolio to be delivered on the last session of the program. They used their own words to write whatever they understood after navigating the internet or watching a movie segment or sitcom, or even listening to a podcast. The researcher used this e-portfolio to assess how much the learners had progressed after the application of the program.

The researcher used a rubric to assess the learners' progress throughout the program. The rubric consisted of five English language fluency components namely: meaning construction, coherence, reflection, interactive use of language, and accuracy.

### **Summary of Statistical Methods Used in the Present Study**

The SPSS V<sub>25</sub> statistics program was used to calculate the following:

- 1- Pearson's correlation coefficient between the score of each question and the overall score of the English language fluency test.
- 2- Pearson's correlation coefficient between the score of each component and the overall score of the English language fluency test in order to verify the internal consistency of the test components.
- 3- The correlation coefficient between the scores of the researcher and the inter-rater to detect the reliability of the English language fluency test.
- 4- Alpha- Cronbach's coefficient to identify the reliability of the English language fluency test.
- 5- The significance of differences between the pre- and post-tests in terms of the overall score of English language fluency and its sub-components through using the paired sample t-test to detect.
- 6- The effect of using a program based on post-constructivism on developing adult learners' English language fluency by using ETA squared and the modified gain ratio.

# **Chapter Four**

## **Data Analysis and Discussion of Results**

## Chapter Four

### Data Analysis and Discussion of Results

This chapter tackles, illustrates and discusses the results of the study. It starts with the statistical treatment conducted on the pre/posttest results to identify the significant difference between the pre/posttest scores. This is followed by discussion of the results and qualitative analysis of the results.

#### Results of the Study

##### Testing the validity of the first Null Hypothesis (H01)

The first null hypothesis states that “there is no statistically significant difference between the mean scores of the study participants on the pre and post English language fluency test in terms of the development of their overall English language fluency”. In order to verify this hypothesis, the paired-samples t-test was used to detect the significance of differences between the pre and post-application of the English language fluency test. Table (5) shows the results.

#### Results and Discussion

**Table 5**

*T-test Results for the Significance of Differences Between the Mean Scores of the Participants' 'Overall English Language Fluency' on the Pre and Posttest (n= 27)*

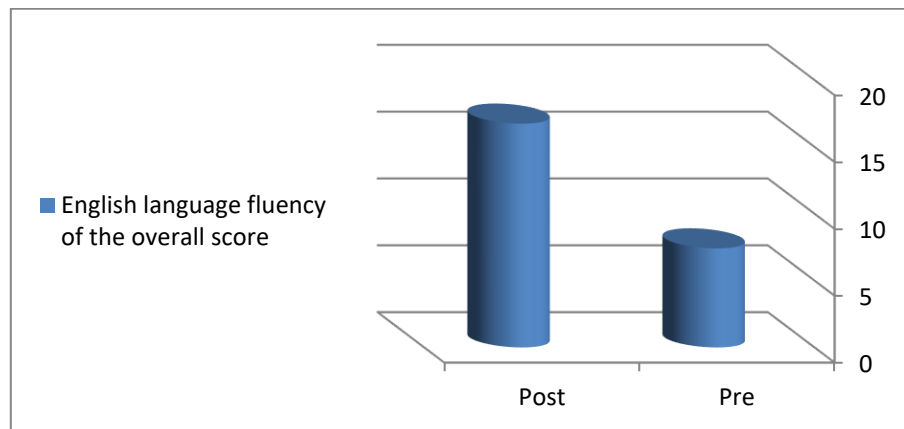
	Mean		Std. Deviation		t	sig	Effect size ( $\eta^2$ )
	pre-application	post-application	pre-application	post-application			
<b>Overall English Language fluency</b>	7.41	16.74	1.31	1.02	28.747	0.00	0.969

Table (5) shows that the significance level (sig) is less than (0.01). This indicates that there is a statistically significant difference at the 0.01 level between

the mean scores of the study participants on the pre and post English language fluency test in terms of the development of the participants' overall English language fluency in favor of the post-test. This means that H01 should be refused. Therefore, it can be concluded that “there is a statistically significant difference between the mean scores of the study participants on the pre and post English language fluency test regarding the development of the participants' overall "English language fluency" in favor of the post-test scores”. Figure (1) illustrates the difference between the learners’ mean scores on the pre and post-test regarding their "overall English language fluency".

**Figure 1**

*Difference between the learners’ mean scores on the pre and post-test regarding their "overall English language fluency".*



The effect size is calculated using the following mathematical formula:

$$\text{Effect size } (\eta^2) = t^2 / (t^2 + df)$$

df= degrees of freedom = (n-1)

t= t-calculated

$\eta^2$  is interpreted as follows:

If  $(\eta^2) < 0.010$ , then the effect size or the relation is weak.

If  $0.010 \leq (\eta^2) < 0.059$ , then the effect size is small.

If  $0.059 \leq (\eta^2) < 0.138$ , then the effect size is medium.

If  $0.138 \leq (\eta^2) < 0.232$ , then the effect size is large.

If  $0.232 \leq (\eta^2)$ , then the effect size is very large.

As shown in table (5), the calculated effect size, represented by the ETA square, equals 0.969 which indicates a very large effect size. This suggests that the use of the proposed program based on post-constructivism is highly effective on developing adult learners' overall English language fluency.

### Testing the validity of the second Null Hypothesis (H02)

The second null hypothesis states that “there is no statistically significant difference between the mean scores of the study participants on the pre and posttest in terms of the development of each component of English language fluency”. To verify this hypothesis, the paired-samples t-test was used to detect the significance of differences between the pre- and post-application. Table (6) shows the results obtained in this regard:

**Table 6**

*T-test Results for the Significance of Differences between the Mean Scores of the Study Participants in the Pre and Post-test in each Component of English Language Fluency (n= 27)*

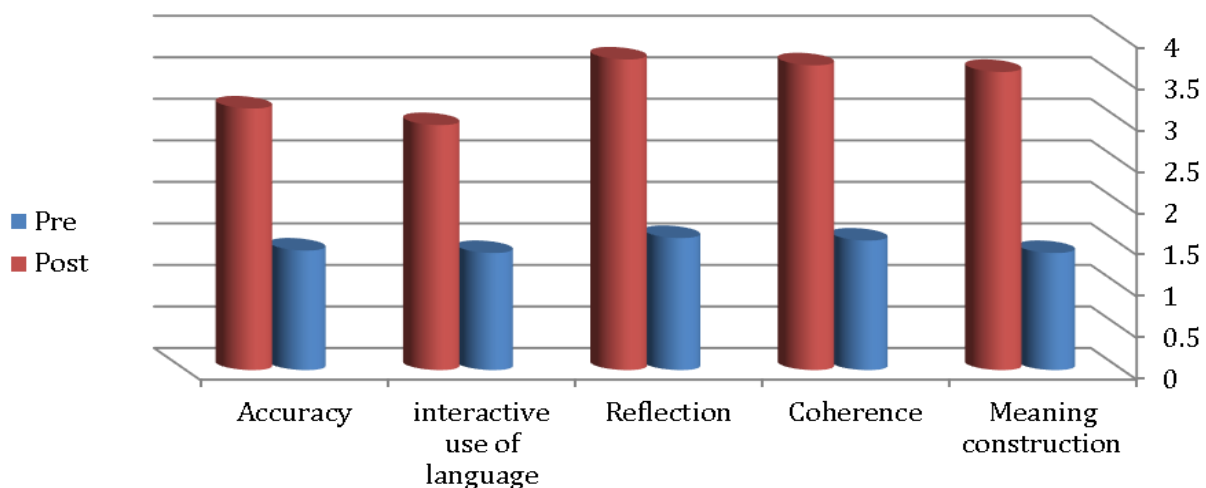
Component	Application	mean	Std. Deviation	t- test		Effect size ( $\eta^2$ )
				t- test value	Sig.	
1. Meaning construction	pre	1.41	0.50	12.323	0.000	0.854
	post	3.59	0.44			
2. Coherence	pre	1.56	0.51	15.716	0.000	0.905
	post	3.67	0.48			
3. Reflection	pre	1.59	0.75	11.292	0.000	0.831
	post	3.74	0.45			
4. Interactive use of language	pre	1.40	0.57	8.370	0.000	0.729
	post	2.95	0.50			
5. Accuracy	pre	1.44	0.58	12.227	0.000	0.852
	post	3.15	0.36			

Table (6) shows that the significance level (sig) is less than (0.01). This indicates that there is a statistically significant difference at the 0.01 level between the mean scores of the study participants on the pre- and post-test in terms of the development of each component of English language fluency in favor of the post-test. This means that H02 should be refused. Therefore, it can be concluded that “there is a statistically significant difference between the mean scores of the study participants on the pre and post English language fluency test regarding the development of each component of English language fluency in favor of the post-test scores”.

Table (6) also demonstrates that the values of the effect size expressed by the ETA square are all greater than 0.0232, and this value shows that the effect size is very large. This indicates that the use of the proposed program based on post-constructivism has a highly significant impact on developing adult learners’ overall English language fluency. Figure (2) illustrates the difference between the learners’ mean scores on the pre and post-test regarding each component of English language fluency.

**Figure 2**

*Differences between the learners’ mean scores on the pre and post-test regarding each component of English language fluency.*





## **Measuring the effectiveness of the proposed program in developing English Language Fluency**

Although the effect size is very high (as shown in table 6), which indicates that the use of the proposed program based on post-constructivism is highly effective in developing the participants' overall English language fluency and its sub-components, the correct gain ratio is to be calculated to measure and determine the effectiveness of the proposed program. It is calculated by the following equation:

$$CEG_{ratio} = \frac{M_2 - M_1}{P - M_1} + \frac{M_2 - M_1}{P} + \frac{M_2 - M_1}{M_2}$$

CEG<sub>ratio</sub> = correct gain ratio

M1 = mean of pre-application

M2 = mean of the post-application

P = maximum score for the test

### **It is interpreted as follows:**

If the correct gain ratio is less than 1.5, the program is ineffective.

If the correct gain ratio is between 1.5 and 1.8, then the program is moderately effective.

If the correct gain ratio is greater than or equal to 1.8, the program is reasonably effective or effective.

Table (7) illustrates the calculated correct gain ratio between the mean scores of the study participants in the English language fluency pre- and post-test.

**Table 7**

*Mean Scores of the Study Participants in the English Language Fluency pre- and post-Test, and the correct gain Ratio.*

Skill	Full Mark	Mean scores		correct Gain Ratio	significance
		Pre M <sub>1</sub>	Post M <sub>2</sub>		
Meaning construction	4	1.41	3.59	1.99	<i>large</i>
Coherence	4	1.56	3.67	1.97	<i>large</i>
Reflection	4	1.59	3.74	2.00	<i>large</i>
Interactive use of language	4	1.40	2.95	1.51	<i>Medium</i>
Accuracy	4	1.44	3.15	1.64	<i>Medium</i>
Overall score of English language fluency	20	7.41	16.74	1.76	<i>Medium</i>

The value of the correct gain ratio of developing adult learners' overall English language fluency and its subcomponents varied depending on the measured component. Meaning construction, reflection, and coherence came with a correct gain ratio greater than 1.8, and this indicates that using the proposed program based on post-constructivism in teaching English language fluency is characterized by its effectiveness in developing these components.

On the other hand, accuracy, interactive use of language, and overall English language fluency came with a correct gain ratio between 1.5 and 1.8. This indicates that the use of the proposed program based on post-constructivism has a medium effect in developing these components. Thus, the second research question "What is the effectiveness of the proposed program based on post-constructivism in developing adult learners' overall English language fluency and its sub-components?" was answered.

## **Discussion of Results**

The quantitative data that was gathered was then analyzed statistically. The findings of the statistical analysis show that “there is a statistically significant difference between the mean scores of the study participants on the pre and post English language fluency test regarding the development of the participants' overall "English language fluency" in favor of the post-test scores”. That is shown in table (5) and figure (1). Therefore, it was proven that the suggested program based on post-constructivism had a positive impact on adult learners’ English language fluency.

Examining each component of English language fluency, the statistical analysis results showed that there is a statistically significant difference between the mean scores of the study participants on the pre and post English language fluency test regarding the development of each component of English language fluency in favor of the post-test scores. Consequently, those working in the educational field can successfully use the suggested study program based on post-constructivism to enhance adult learners’ English language fluency.

### **Qualitative Analysis of the Learners’ Production**

#### **Analysis of the learners’ interactions and discussions regarding the targeted English language fluency components**

The program helped the learners to develop their English language fluency. Throughout the program, the learners were involved in different activities that required them to express their thoughts and ideas freely. They practiced the predetermined English language fluency components. Following are the English language fluency analysis and how they were developed throughout the program:

#### **Meaning Construction**

Learners’ ability to construct meaningful sentences and to communicate and organize their ideas logically has developed, which was shown through their

responses during the program. At the beginning of the program, they used to construct short unclear sentences that hindered the readers ability to understand. Following is an example of one of the learners' responses in the pretest. For instance, before applying the program, learner (A) was asked to write about the influence of the internet on people's life.

**Learner (A)**

**Pre-test application:**

The internet is important. It's useful for our social life and work. We can use it on our studies. It can help people change their minds. As a student, It helps me at university as I can search and know more about my studies. I can easily increase my knowledge. Moreover, taking your sessions online, by this way I avoid wasting time. So, the internet has many effects and efforts.

## Post-test application:

### "Marriage"

Marriage is a bond or commitment between a man and a woman. Sometimes women work and have career then after marriage her husband doesn't want her to work, so she stops working. Other times some husbands admire ambitious woman, so he encourages her to continue. Therefore, there is no obligation to do it. I think getting married doesn't mean giving up freedom because it should be a relationship between understanding pairs, so they can discuss. As I see, people get divorced because of misunderstanding or they can't discuss together. Also, it can be financial reason or domestic violence. On the other hand, what makes a happy marriage is being together at anytime even if bad or good situations. When man became a source of safety to his wife and she became with him as if he is her father then they can discuss together and be happy. My partner's qualities that I want are to be a source of compassion after fatigue source of safety, a person who makes me proud of him, an honest person and he should not be a liar because if he has those qualities I can feel safe, love him and give him anything he wants even if my eyes. I wouldn't marry someone ten years older or younger than me because I want someone who will be three or four years older than me a lot as I see by this we can understand ourselves.

In the pre-test, learner (A) wrote that the internet “is useful for our social life and work”. Therefore, the reader could normally expect that she would write about how the internet affected these two different aspects. Instead, she started writing about how the internet affected her studies. Finally, she wrote that “the internet has many effects and efforts”. She was not clear about the effects that the internet could make. Besides, the word “efforts” was vague and inaccurate in this context. Therefore, many of her words and phrases were misleading.

In her post-test, learner (A) wrote about marriage. She made use of all the available questions provided in the test. She constructed meaningful sentences and could communicate and organize her ideas logically. She started with a general introduction about marriage. Later, she wrote about the opposing views of women’s work. Moving from the idea of work, she switched to the idea of freedom after marriage. Then, she wrote about the reasons why spouses get divorced. She mentioned misunderstanding, financial issues, and domestic violence which are all possible reasons why people might get a divorce. After that, she made some helpful suggestions for partners to lead a happy marriage. She had a relatively smooth transition from one idea to another. She answered all the questions without referring to the question itself. Although her writing contained some grammatical mistakes, her ideas were still comprehensible.

On the other hand, the development of learners’ ability to construct meaning was also shown in their responses in the second part of the test (interviews). Following is one of their responses followed by the researcher’s analysis:

## **Learner (A)**

### **Pre-test application:**

**00:01:01 Learner A**

Question (3): Do you think women should be able to do all the same jobs that men do? Why? I think become lecture in the future and think faculty of nursing Amm I'd like explain Nowaday I lecture in they biology or like. Why? Because it is importance to to appearance to appearance they youth awareness about youth awareness about their experience and I can reach they information to people. I like very very explain it and AAA and AAA can reach they information slowly.

### **Post-test application:**

**00:00:04 Learner A**

Question (3): Do you prefer to spend your free time with other people or alone? I prefer spend your free time my free time alone because when I alone I have a lot of idea and I have, I can creative. I can do things creative. And my thinking it is very high. It is very high contain good things. And I can think in this things when I be alone. Being alone can be harmful or bad, but it is very benefit for all people.

The learner's ability to construct meaning has greatly developed. In the pre-test, learner (A) could not construct meaningful sentences. The listener could easily get distracted by all the different words she used which were completely irrelevant to the context. It appeared that she might have had difficulty constructing meaning and maintaining coherence in her response. The answer did not directly address the question of whether women should be able to do all the same jobs as men. Instead, the learner mentioned the importance of raising youth awareness and reaching people with information, but it was not clear how this related to the question. Additionally, there were repeated phrases ("I'd like to explain," "youth awareness," "reach they information") that did not add clarity to her response.



In the post-test, learner (A) could convey the intended message. Her ability to construct meaning has shown some improvement compared to her answer in the pre-test. Although she made several grammatical mistakes, her speech was still comprehensive. She also self-corrected her mistakes. In her response, she directly addressed the question by stating her preference to spend her free time alone because this allowed her to have a lot of ideas and be creative. She also mentioned that she could think of good things when she was alone. She acknowledged that being alone could have negative effects, but overall, she claimed that it was beneficial for everyone.

### **Coherence**

Throughout the program, the learners' ability to organize their thoughts logically was developed. They become more able to connect ideas in a natural and reasonable way. Found below are some examples of the learners' responses in the pre and posttest which show their progress.

Before applying the program, learners used to give irrelevant thoughts that were inorganized. Some of their ideas were unclear or disconnected. They did not use any sentence connectors, so the reader might not find any relation between the different sentences written.

In the pre-test, learners were asked to either write a story that begins with the line "It's a strange and scary sensation to suddenly forget your own name ..." or to write about their best summer vacation. However, in the post-test, they were asked to write a story that begins with the line "The twins had a secret, and they knew that no one could ever find out about it..." or to write about "a difficult decision that they had to make". Following is an example of one of the learners' answers to these questions along with the researcher's analysis.



## Learner (B)

### Pre-test Application:

b- The best summer vacation:

in 2006, I went to Alex for first alone <sup>the</sup> it was best ~~was~~ days I spent it. I went to Alex by train and I rent a room in a small hotel and every day I was going to ~~beach~~ beach then took my lunch in the hotel then, I was walking in the street without target, and buying anything I wanted and sometimes I was going to hunt a fish from the sea. ~~It~~ Really it was very excited trip, I still remembering those days.

### Post-test Application:

The life filled of difficult decisions but I think the most difficult one was when I decided to stop my work in Qatar and come back to Egypt again because I filled in my work there. I was young and haven't more experience when I heard from my manager this day is last day here you have to look for new opportunities or return to your country I booked a ticket and took my first flight to Egypt without thinking. I should be more patient and looking for new opportunities and to try to improve my skills to be more qualified. Now, after 11 years, I still remember this lesson and give advises to people who want to leave their jobs without thinking.

In the pretest, although learner (B) wrote about his best summer vacation, he did not provide many details. It seemed like an ordinary day as nothing was

special. He did not highlight the reason why that was his best summer vacation. Moreover, the learner used and repeated only two conjunctions namely: and & then.

In the posttest, learner (B) wrote about a difficult decision that he had to make. He organized his ideas logically. He started by talking about that difficult decision that he had to make when he decided to return to Egypt after his Qatari manager ended his contract. After that, he started reflecting on his decision and expressing his feelings of regret. Finally, he wrote about the impact this decision had on his life. His ideas were clear enough to be understood. He used different conjunctions to make his thoughts clearer and easier for the reader to understand.

On the other hand, the development of learners' coherence was also demonstrated in their responses in the second part of the test (interviews). Following is an example of their responses followed by the researcher's analysis:

### **Learner (B)**

#### **Pre-test Application:**

**00:02:14 Learner B**

OK! Story about Youssef. Youssef Al Islam. This story Amm it is there I learn This story learn me a lot this life such as sastification all life and know make AAA and make people all AAA all متساويين and this story learn me to all people hit you they got and no trust anyone and صبر يعني ايه؟ patience all all part.

#### **Post-test Application:**

**00:02:48 Learner B**

A time that you learned something new that changed you in some way. I can choose this. A time that I learned something new that changed I in some way when I become a volunteer in Sasalia. I learned a lot of information. I learned a lot of skills and a lot of experience such as how communication with people and how to do this work. Then, I become a vice head in Zagazig and I learn how to explain and how to reach information for people. And I become lecturer for college or for friends in the college and I explain some lessons.

In the pre-test, learner (B) was asked to tell a story that should have started with the line "Jane could feel her heart racing as she stared at herself in the mirror". His response lacked coherence as it did not directly address the given line or

provide a story. Instead, the learner started talking about a story involving Youssef Al Islam and mentioned the lessons that could be learned from it.

The response did not seem to be even close to a coherent story. He jumped between different ideas without a clear connection or progression. Additionally, there were phrases and terms that were either unclear or uncontextualized, making it difficult to understand the intended meaning. He also used several Arabic words which made it difficult for him to give consistent thoughts or to organize his ideas logically.

In the post-test, learner (B)'s coherence has shown some development compared to his answer in the pre-test. The answer directly addressed the question by discussing a specific time when he learned something new that changed him in some way. He mentioned volunteering and how this experience provided him with several information, skills, and experiences. Overall, his response demonstrated a clearer and more coherent progression of ideas. The learner provided specific examples and experiences, which helped to maintain coherence throughout the answer.

## **Reflection**

Before applying the program, learners were unable to express their thoughts in English. They could not express their agreement or disagreement with other opinions. This was shown through their responses before, during, and after the application of the program. Before the application of the program, they showed a limited understanding of the subject matter.

In the pre-test, learners were asked to answer two different questions:

1. What social changes have cell phones made?

2. While some people believe that robots will cause unemployment (loss of jobs) in the future, others think that they will make more work? What do you think?

In the post-test, learners were asked to answer the following two questions:

1. It is still important to teach manners and etiquette to children. Do you agree? Why?
2. Parents should be held accountable/responsible for what their children post on social media websites? Do you agree? Why? Why not?

The answers of the learners varied. Following is an example of their responses:

#### **Learner (C)**

##### **Pre-test Application:**

4 The cell Phones have made a lot of things on the social life. The cell Phones make the communication is easier than the past.

##### **Post-test Application:**

4 Actually, it's necessary to teach the children the etiquette. They must learn how to treat with the older people and their friends. They have to learn the behaviour and being polite. I think the schools has to learn the etiquette as a subject and also the parents follow their manner. They have to use learn the meaning of thanks, sorry, and other many words.

In the pre-test, learner (C) did not give many details about her opinion. She did not give enough explanation for her answer. While, in the post-test, learner (C) expressed her agreement with the statement first. Then, she justified her answer

and provided several reasons behind her answer. After that, she also stressed the role of schools in teaching manners.

On the other hand, the development of learners' reflection was also shown in their responses in the second part of the test (interviews). In the pre-test, learners were asked to mention the best and the worst type of occupation for a fresh graduate. In the post-test, learners were asked if people's free time activities change as they get older. Learners had to justify their answers in the pre and posttests. Following is an example of their responses:

### **Learner (C)**

#### **Pre-test Application:**

**00:01:01** Learner c

OK! I think in my opinion a fresh graduate need to work in volunteering or small company and after that join a company but after graduate he need to improve his culture and to improve everything.

#### **Post-test Application:**

**00:00:03** Learner C

Let's start! The life cycle for human start when he is a kid or like children. The children like some places like park or beach. All children like to go to park to play in the park, or to ride a bicycle, to do any activities in the park. Talking about museum, I think children not understand the museum or not understand what is this temple in museum. So, I think children not understand the museum very well. If the children become teenager or become young man, so he would like to go to theatre or to go to beach. I think ...

**00:01:01** Learner D

I think children like activities that need movement. Do you agree with me or not?

**00:01:21** Learner C

Yes, they like to do activities depend on a lot of movement like running, riding. If you are become a man, or a big man, or older man, I think you don't like to go to park or the beach. You like to go to music concert, or a museum, or a theatre. There is no movement. I think if you look at the theatre or music concert or Omar Khairat party, if you take a look up to people, you will see all attendance in this party above 40 years old. So, older people need places without any movement like music concert.

**00:02:07** Learner D

I agree with you, some people or older people need to go to the beech for relaxation or need to go to the park for walking only or to smell a clear air, so I agree with you the young people like to go to some places and older people like to go to some other places.



In the pre-test, learner (C) did not provide enough explanation for her choice. Moreover, she did not mention the worst choice or occupation for fresh graduates. She said that they needed to improve their culture. This part was not clear enough. What culture should a fresh graduate improve? She also stated that fresh graduates needed to improve everything. “Everything” was vague.

In the post test, learner (C) showed significant development in her ability to reflect and express agreement and disagreement compared to her response in the pre-test. She effectively expressed her agreement with the statement first. She gave several examples of different activities that might interest people of various ages starting from childhood, adolescence, and adulthood. Then, when learner (D) provided some insights, she expressed her agreement that children like activities that require movement such as running and riding. She got engaged in a meaningful discussion with learner (D) and built upon his points. Furthermore, learner (C) went beyond agreement and added additional examples to support the idea that as people get older, their free time activities change. She mentioned that as individuals become adults or older, they might prefer activities that involve less movement, such as attending music concerts, museums, or theatres.

### **Interactive use of language**

Before the application of the program, learners used to only express their thoughts without paying any attention to others’ opinions. They even used their mother tongue. Other participants did not interfere or ask any follow-up questions. They only used to either listen to each other or wait until it was their turn. They did not express their opinions or whether they agree or disagree with their classmates. This happened even when they were working in groups. Although they were asked to add to each other’s ideas, they did not.

Gradually, learners' ability to interact positively with each other has greatly developed throughout the program. In addition to the different activities in which they got involved, learners' communication skills may have been enhanced because they got used to each other. Having a learner centered classroom, the learners even initiated to help and encourage each other to talk.

### **Learner (E)**

#### **Pre-test Application:**

##### **00:00:26 Learner F**

I think the work volunteering because he or she needs to needs to money to earn money to build ourselves. I think working in a small company it's not good for a fresh graduate because AAA they need to earn experiences experiences from big corporation.

##### **00:01:03 Learner E**

Working in a small company. I think it has the two sides. The advantages and disadvantages but Amm as fresh graduated I'm have the advantages because I can deal with others and benefit from her them their experiences and make competences for me and as well it has the disadvantages but when I maybe an old in graduated because I'd be in a more a lower lower position and there is a managers. You will control me and I cannot do anything as what he say for me.

## Post-test Application:

**00:17:33** Learner F

I think I think that of course the free time activities it changes because when I was a kid, I had a lot of free time. OK! And, literally, I wasn't staying at the same place for 5 minutes. .

**00:18:08** Learner F

OK, knowing doing, doing a lot of things, a lot of activities, a lot of motion, but now I get I got older and I prefer to to to to stay free or spend my free time sleeping or resting.

**00:18:48** Learner E

May I speak?

**00:18:49** Learner F

OK, yeah go on.

**00:18:51** Learner E

OK, I think older for sure is effects on our style. Maybe there's something I was doing when I was younger, but I can't do it when I'm older, but generally I think it depends on the persons because you maybe you see a younger guy loves to read and to stay in. a calm place and don't love to be with a lot of people.

**00:19:20** Learner E

And in the in the other hand, you see an older man love to go to concerts or to be or to make sports like to run, to go to the gym, like that. So, it depends on persons. What do you think?

**00:19:54** Learner F

OK, I think that the the age is a is a factor. Of course it's a factor because the, the, the, the number of activities that I could do later AAA. In the in the previous time, of course, it's not the same, OK? And not it's not the same.

**00:20:27** Learner E

The lifestyle lifestyle maybe changed a little bit depends on the the age.

**00:20:32** Learner F

Not just that, not not, not, not. Not. Just that I think that.

**00:20:38** Learner E

OK. I mean, the activities that you can't do, you can't you you're not able. You you be not able to do when you become older.

**00:20:48** Learner E

When you become older.

**00:20:48** Learner F

Of course and some some activities that it it was it was simple and and easy it's now hard yes.

**00:21:03** Learner E

Yeah, I understand that. Yeah. Yeah. Of course it changes, it changes.

**00:21:14** Learner E

I hope to be as strong.

**00:21:21** Learner F

stronger and healthier, you know.

In the pre-test, learner (E) showed limited interaction with the other learner. The learner struggled with maintaining a coherent flow of ideas and organizing her thoughts effectively. She just introduced her idea without any clear attempt to



interact positively with learner (F). This made it challenging for the listener to understand her intended message. Moreover, her sentences were unclear.

In the post-test, learner (E) started to interact positively with the other learner. She actively participated in the conversation by seeking permission to contribute her thoughts. She started by stating her opinion clearly at the beginning of her talk. Then, that was followed by a justification for her opinion. After that, she asked about the other learner's opinion; "What do you think?"

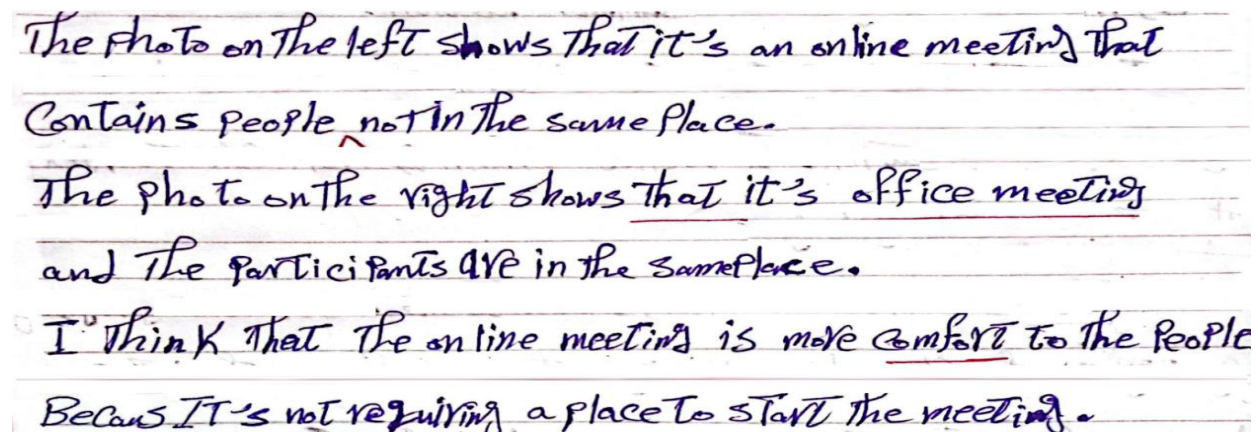
Learner (E) also engaged in active listening by asking for the other learner's opinion and acknowledging his statements. She further built on his thoughts. Although there were still instances of repetition in learner (E)'s speech, her overall ability to interact and communicate developed. She demonstrated a willingness to engage in the conversation, share her perspectives, and respond to what her colleague said.

### **Accuracy**

At the beginning of the program, the learners made several grammatical and vocabulary mistakes. Sometimes, they could not make meaningful well-structured sentences. In both tests, learners were asked to compare two photographs and to answer a question related to them. Following are some examples:

### **Learner (G)**

#### **Pre-test Application**



The photo on the left shows that it's an online meeting that contains people not in the same place.

The photo on the right shows that it's office meeting and the participants are in the same place.

I think that the online meeting is more comfort to the people because it's not requiring a place to start the meeting.

## Post-test Application

3. The audio & video calls and meetings have affected our lives effectively. now communication has become a lot easier than in the past. You can communicate with anyone through any smart device and that is better than going to someone to say what you would like to say or to show him something. Now, we are all in a small room letterly.

In the pre-test, learner (G) made some grammatical mistakes. He did not use conjunctions where necessary. He also had few problems with spelling and word form. However, in the post-test, the learner's ability to construct meaningful sentences that are well-connected has developed. Although he made a few vocabulary mistakes, his sentences were still understandable. Moreover, he could organize a comprehensible paragraph.

On the other hand, the development of learners' accuracy was also shown in their responses in the second part of the test (interviews). Following is an example of their responses:

### Learner G

#### Pre-test Application

00:00:34 Learner G

I think first picture because it is need very very focus by mind or this another second picture it is the man need the body and become very strong.

#### Post-test Application

00:01:03 Learner G

I think the second picture is very good. I can see two friends read a book. When you read book, you can get a lot of information, but the first picture I see family sit down and watch TV. I think it isn't good. I think family and father and mother should be or should talk with children no watch TV or read with children the book such as the second picture. I can see family sit with children. It is very good because father and mother have free time to spend with children to get children a lot of experience and a lot of information. You can see a lot of people, father and mother, can't have free time to spend with children. This picture is very very nice. Father and mother, in this picture, have a knowledge and have a culture.

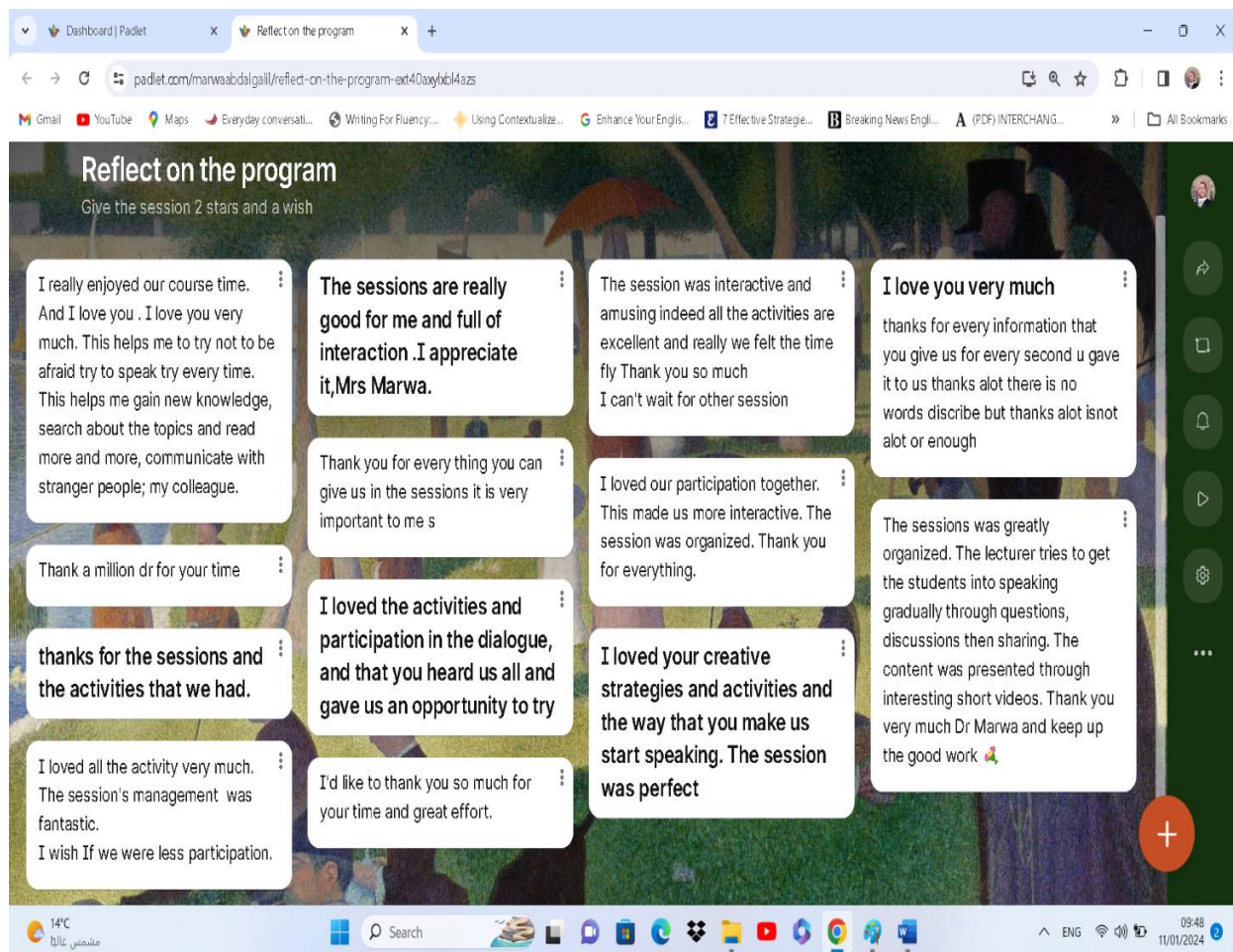
In the pre-test, learner (G) gave a very short answer that contained several grammatical and vocabulary mistakes. The learner's response lacked accuracy. The learner faced some challenges with verb tenses, subject-verb agreement, and word choice. The learner should have used more precise language and avoided repeating words such as “very”.

On the other hand, learner (G) showed improvement in his response in the post-test compared to his answer in the pre-test. There were fewer grammatical mistakes, and he demonstrated a better understanding of verb tenses and subject-verb agreement. The sentence structure was generally more accurate, and the learner used more varied vocabulary to express his ideas. Although there were still some areas that needed improvement, the learner's accuracy had been developed to some extent.

### **The learners’ opinions about the program**

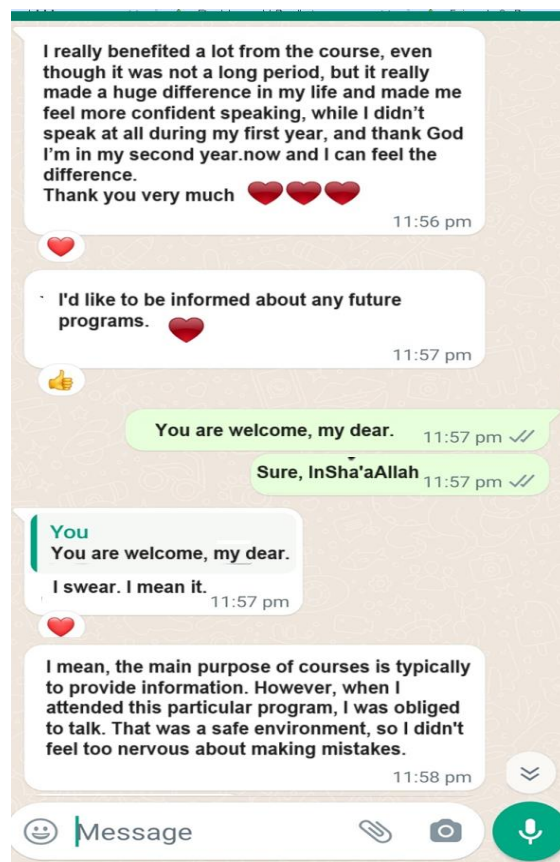
After the application of the current program based on post-constructivism, learners were asked to send their feedback on Padlet. While some learners shared their feedback on the program on Padlet, others sent private messages to the researcher’s personal WhatsApp number.

The researcher received positive feedback from the learners, indicating a positive response to the instructional method used. Learners kept posting their feedback on Padlet. Their posts showed their interest in the program. They revealed how much they liked it along with its activities. Some of them reflected on the idea of navigation and how this helped them search several topics. Some other learners reflected on the different activities used and how much they benefited from them. Others gave positive feedback on the discussions, interaction, and organization. Following are some of the shared messages and comments:



Additionally, other learners sent private messages to the researcher indicating the positive impact the program had on their performance. One of the learners declared her self-confidence increase after attending the sessions. She even showed her interest in attending any upcoming sessions. Moreover, she compared the current program to the other courses she attended and she expressed her comfort to be educated in a safe learning environment.

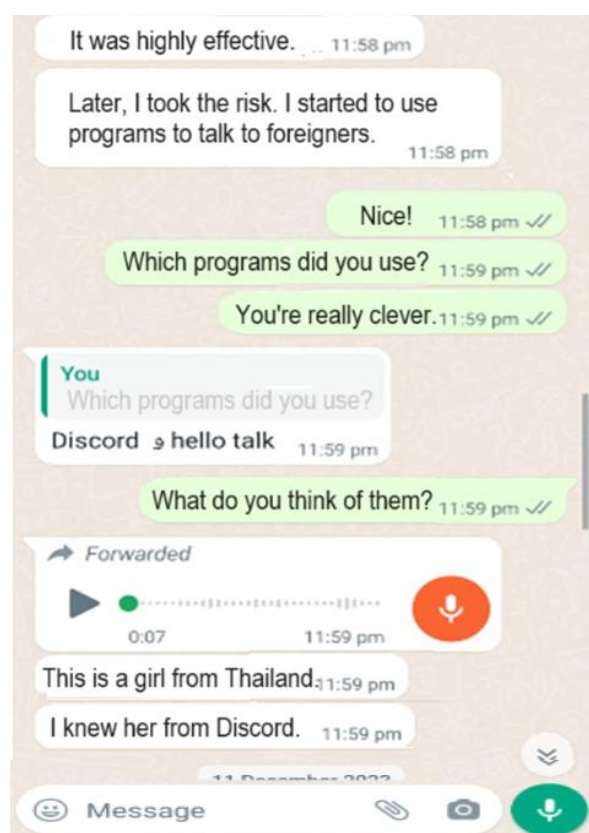




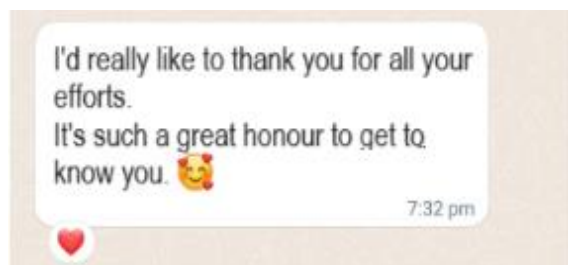
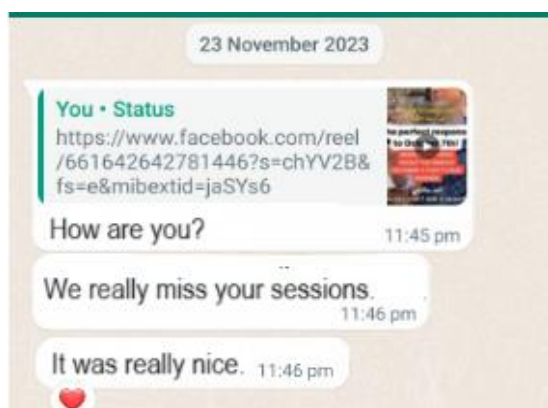
Another learner reflected on the program along with its interactive activities. For her, the program was amazing, and she enjoyed its activities. It can be inferred that she had a positive impression of the program.



Another learner stated that her self-confidence increased after attending the sessions. She wrote that she started talking to native speakers. She started using different applications and programs to make new friends. She even started talking to strangers which showed a great progress in her performance and which showed the positive impact of the program on learners.



Other learners sent some private messages after the end program mentioning that they missed the program. They also expressed their gratitude.



## Conclusion

It can be concluded from the learners' comments, posts, and messages that they were satisfied from the program and its activities. They revealed its effect on their English language fluency and confidence. The program was also found to be effective on adult learners' English language fluency. That was made clear after conducting the quantitative and qualitative analyses of the pre/posttest results. The learners' ability to use the English language fluently to fulfill different language functions was developed.

At the beginning of the program, the learners encountered several challenges; some of which were related to their low self-confidence while others were related to their shyness. They were reluctant to talk in front of their colleagues as they were afraid of being criticized or to look inferior. Some learners felt incredibly ashamed to communicate their opinions in English. The researcher made sure to encourage them and to provide them with positive feedback on their performance, which helped in developing both their English language fluency and confidence.

Some of the challenges that faced learners at the beginning of the program were related to their cultural backgrounds. Some learners did not even use to watch films or series. Therefore, they struggled talking about their favorite movies or TV shows. The researchers tried to choose topics that were of interest for learners and that suited their ages and backgrounds. Moreover, based on the learners' careers, some topics were easier for some learners than others. That is why the researcher tried to verify the questions to suit all of them.

The learners' English language fluency was highly developed even though they never became flawless. This was shown through the learners' responses throughout the program. Furthermore, a comparison of their results in the pre- and

post- English language fluency test indicated that the learners had advanced considerably.



# **Chapter Five**

## **Summary, Conclusions, and Recommendations**

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### **Summary, Conclusions, and Recommendations**

This chapter introduces a summary of the study. It gives a brief description of the study problem, aim, study questions, instruments, and limitations. It also discusses the findings of the study and ends with general conclusions, recommendations, and suggestions for further research.

#### **Summary**

Although adult learners learn English to develop their language fluency, they often fail to achieve this goal. There is a huge gap between what learners' study at schools and what they really need in their real life. Learners usually study separate and isolated skills with no clear objectives to be measured by the end. The main focus is on memorizing some grammatical rules and doing some exercises to pass their final exams.

The main aim of this study was to investigate the effect of using a program based on post-constructivism on developing adult learners' English language fluency. The study was an attempt to answer the following questions:

How can a program based on post constructivism develop EFL adult learners' English language fluency? To answer the main question of the study, the following questions were answered:

1. What is the status quo of adult learners' English language fluency? To answer this question, the researcher administered a placement test before starting the program. A pre-test was also taken by the participants before the beginning of the program to determine their level before the application of the program.

2. What are the features of a program based on post-constructivism used to develop adult learners' English language fluency? To answer this question, the researcher had to review the literature and the previous studies related to the research topic. This was helpful in preparing the program along with its different activities.
3. What are the activities that can be used to develop adult learners' English language fluency? To answer this question, the researcher used several sources to find suitable activities, sitcoms, videos, and interactive movies that can be used and modified to develop adult learners' English language fluency. The activities had to be relevant to the learners' levels and interests as well as the program's objectives and the grammatical rules to be taught implicitly.
4. What is the effectiveness of the application of a proposed program based on post-constructivism on developing English language fluency as a whole and its sub-components among adult learners? After the application of the program, the researcher administered a post-test to assess adult learners' English language fluency and to see how much they have developed. The statistical data obtained from the rubric was analyzed to assess the learners' progress. The researcher compared their answers in the pre- and post-test. Additionally, qualitative data was collected from the learners' responses throughout the program. Both the results and findings of the quantitative and qualitative data are presented in chapter four.

Hypotheses of this study were:

- There is a statistically significant difference between the mean scores of the study participants on the pre and post English language fluency test regarding the development of the participants' overall "English language fluency" in favor of the post-test scores.

- There is a statistically significant difference between the mean scores of the study participants on the pre and post English language fluency test regarding the development of each component of English language fluency in favor of the post-test scores.

Besides, the researcher has designed the following instruments: :

1. A pre/post English language fluency test
2. An English language fluency rubric

The researcher had applied a placement test to a group of English language adult learners. Those whose level was between the pre-intermediate and intermediate (n=70) could participate in the study. Their ages ranged from (20 to 35) years old. The researcher administered several individual placement tests that lasted for approximately 25 hours. Each learner was asked to finish a written exam first then they had to meet the researcher for an oral one. Before starting the experiment, the English language fluency pre-test was applied to a group of adult learners (n=53). The proposed program was then administered to the learners. The researcher designed and applied a program that aimed at developing adult learners' English language fluency with special focus on 5 different components: meaning construction, coherence, reflection, interactive use of language, and accuracy. Finally, the English language fluency posttest was applied to the learners who completed the whole program and attended the pre-test (n= 27).

## **Findings**

- English language fluency is developed through dealing with language as a whole.
- Post-constructivism is a productive and safe environment for developing English language fluency.

- Using technology not only enhances language teaching and assessment but also fosters an interactive and engaging environment for learners to actively utilize language through technological means.

## **Pedagogical Implications**

Following are several possible reasons why this program was effective in developing adult learners' English language fluency:

- Using post-constructivism in classrooms can develop adult learners' English language fluency. Incorporating post-constructivist principles into language teaching can help teachers encourage their adult learners to actively participate in their own learning process. It also promotes learner autonomy, allowing individuals to take ownership of their language development by navigating the internet to get to know new information and acquire new knowledge. Adult learners are given opportunities to explore and construct knowledge through meaningful activities, discussions, and problem-solving tasks, which can greatly enhance their English language fluency.
- Post-constructivism emphasizes the importance of social interaction and collaboration. This can be achieved through group and pair work. Taking part in meaningful conversations and discussions, reflecting on videos, and collaborating with peers allow adult learners to practice using English in authentic contexts. Through this positive interaction, learners can enhance their English language fluency, expand their vocabulary, and develop their self-confidence.
- Using online interactive movies was closely related to the learners' interests. It was also fun and exciting. This increased learners' participation, motivation, comprehension, and attention inside the classroom and consequently developed their English language fluency. Similarly, Roslim et al. (2021) conducted a study on 77 university

students to investigate the effect and importance of using movies to enhance language teaching and learning. The results revealed that using movies helped students to develop their language fluency and motivation. It also helped them to acquire new vocabulary and feel more relaxed inside the classroom.

- It was the first time for the learners to be asked to watch sitcoms to develop their English language fluency. They were engaged and enthusiastic. This agrees with Konus (2020) who conducted a study on a group of intermediate level adult learners to explore the effect of using sitcoms inside the classrooms on enhancing learners' engagement and motivation. Konus (2020) also followed the whole language approach through which he integrated all the language components. The results revealed that sitcoms had a great impact on learners' English language learning, motivation, and engagement.
- Getting involved in different activities with different grouping styles helped learners to build rapport with their colleagues as well as their teacher which enhanced their ability to communicate and interact with one another. Satriani (2020) conducted a study on 112 Indonesian learners to investigate the relationship between building rapport and learners' fluency. The study revealed that positive rapport affects the learners' fluency positively as it increases their motivation and self-confidence.
- Learners had to watch an interactive video, a sitcom, a TEDx talk, or listen to a podcast and reflect on what they watched or listened to. Sometimes, they had to draw conclusions or make predictions. This kept them alert and attentive as they had to express their opinions and whether they agree or disagree with the speaker. Moreover, they had to reflect on each other's opinions. Montalvo (2019) conducted a study on 25 students from the Meritorious Autonomous University of Puebla,

Mexico to investigate the effect of using interactive activities on developing learners' language fluency. The results revealed that interactive activities helped learners be more sociable and dynamic, acquire new vocabulary, achieve better learning outcomes, and most importantly develop their fluency.

- Allocating time for navigation and asking learners to surf the internet for different topics before talking about them were beneficial. Learners made sure they made good use of the time allocated to navigation so that they had something to talk about later. Learners were not afraid of being criticized or having nothing to talk about. Therefore, learners' language fluency was positively affected. This agrees with the study of Elena and Prokopenko (2019) that emphasized the role of the internet on developing English language learners' fluency.
- Learners were having fun communicating and sharing ideas in a safe and non-judgmental learning environment. They knew no one would laugh at them, which pushed them to talk openly.
- The researcher made sure to make the objectives of each session clear. This helped learners to work actively to achieve predetermined goals. It also helped them to have an obvious vision and a clear purpose of their own learning.
- The learners reflected on the program saying that it was the first time for them to talk in English all the time. They were encouraged and enthusiastic to participate as they felt their English was being developed. Their involvement in the learning process helped them develop their learning fluency. This agrees with the study conducted by Othman and Chuah (2023) in which they investigated the relationship between English language fluency and learners' engagement. The results showed that the more engaged the learners are in the learning process, the more fluent they are and the higher grades they get.

## Limitations

The researcher faced some challenges through the application of the program which she tried to overcome.

- At the beginning of the program, some learners were inclined to talk in Arabic. The researcher set a rule that was obvious from the beginning of the program that all the participants had to talk in English. They had to use their own words to express their ideas. They could use equivalent or similar words to keep the flow of their speech.
- Some learners were talking in English. However, they stopped occasionally to ask for English translation. The researcher did not volunteer to translate the words so other learners stepped forward with the translation. This also increased learners' interaction and gave the chance for learners to clarify any kind of misunderstanding.
- Navigation was a crucial part in this program. Learners used to navigate the topic and copy and paste what they found on the internet in their notebooks. The researcher made it clear that coping was not allowed and that it was considered plagiarism. They had to express different ideas using their own words. The researcher also started the program by talking about plagiarism and the importance of avoiding it.
- To encourage learners to take part in the learning process and to feel safe and to use language interactively to fulfill different language functions, the researcher started the first session by breaking the ice between the learners themselves and between herself and the learners.
- Learners came from different backgrounds, marital status, careers, and places which could have been difficult for them to attend face-to-face sessions. Consequently, they expressed their preference for online sessions to have more flexibility in terms of time and place. The researcher found it more convenient for them.



## **Conclusions**

Based on the study results, it can be concluded that:

- Using a program based on post-constructivism was proved to be effective on developing adult learners' English language fluency.
- Online learning offers flexibility in terms of time and location. It also provides a wide range of different resources and interactive tools that can enhance the learning experience.
- Contemplating learners' needs and backgrounds helps teachers to design different materials that are of interest to their learners.
- Teaching learners through movies and sitcoms motivates them to participate and attend different classes as they are being taught in a way that is different from the one used at their schools.
- Allocating time for navigation and online learning is useful and helpful. It encourages the participants to surf the internet to be able to express their ideas about the topic.
- Teachers should highlight the idea that all learners' contributions are welcomed and none of them is unacceptable or disapproved. This enables learners to express their thoughts freely without feeling afraid of being criticized or giving wrong answers.

## **Recommendations**

Based on the study results and conclusions, the following recommendations can be made:

- There is clear evidence that using post-constructivism in teaching can develop adult learners' English language fluency.
- Teachers should pay much attention to developing their learners' English language fluency.
- Language should be treated as a whole. It should not be divided into separate skills.

- Teachers should integrate technology and make use of online learning and the available online resources that offer interactive activities, videos, audio materials, and games to engage learners and meet their diverse learning styles.
- Teachers should use current varied teaching strategies to help learners develop their English language fluency.
- All class activities should be related to the learners' needs, life, and interests. This leads to meaningful learning and better learning outcomes.
- Focusing on fluency, learners should be given the full chance to express their thoughts and emotions without being interrupted.
- Teachers need to provide a safe and fun learning environment for their learners.

### **Suggestions for Further Research**

Researchers may consider the following suggestions to investigate the adequacy of utilizing post-constructivism for further research:

- Investigating the effect of using a post-constructivism program on learners' management in online contexts.
- Applying a program based on post-constructivism to develop secondary stage students' English language fluency.
- Increasing teachers' awareness concerning the importance of EFL learners' needs and interests.

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# Appendices

# **Appendix (A)**

## **Pilot Study**

### **English Language Fluency Test**

## **Pilot Study English Language Fluency Test**

- 1. Learners watch a movie segment then write a short summary answering the following questions and finally talk about them in details:**

**<https://warmupsfollowups.blogspot.com/2016/08/vacation-vacation.html?m=1>**

- Describe the scene. (Meaning construction)
  - How could this scene have ended differently? (Reflection)
  - How did you spend your last vacation? (meaning construction)
- 2. In groups of 5 learners imagine that they are going on a vacation next month. They write a scenario preparing for the trip. (coherence)**
  - 3. Learners role play a conversation talking about their coming vacation. (positive interactive use of language)**

## **Appendix (B)**

### **Pre & Post English Language Fluency Test for EFL Adult Learners**

**Name**

**Time: 90 minutes**

**Pre-test**

**(Part one)**

**Meaning Construction (4 marks)**

**1. Write about the following topic using the below questions as a guide:**

**The internet has greatly influenced people's life:**

- Reflect on your life without the internet.
- Write about the effect of internet absence on work.
- How has the internet affected people's social life?
- Write about the effect of internet absence on your study.
- What are the advantages of using the internet?
- What are the disadvantages of using the internet?
- Do you think the internet is safe for children to use unsupervised? Why?

**coherence (4 marks)**

**2. Write about ONE of the following:**

- a. Write a story that begins with the line:
  - It's a strange and scary sensation to suddenly forget your own name
- b. Write about your best summer vacation.

**Accuracy (4 marks)**

**3. These two pictures show people in business meetings. Compare them and reflect on people's feelings in these environments.**



**Reflection (4 marks)**

1. What social changes have cell phones made?
2. While some people believe that robots will cause unemployment (loss of jobs) in the future, others think that they will make more work? What do you think?
  - Reflect on your own point of view. How do you view this issue?

	Candidate A	Candidate B	Candidate C
Name			
<b>Time: 27 minutes per group of 3</b>			

**(Part two)**

**Interviews**

**Meaning Construction (2 minutes per learner)**

**Talk about work considering the below questions:**

- Do you think job satisfaction is more important than salary when choosing a job? Why?
- What skills do you think are needed to get a good job these days? Why?
- Do you think women should be able to do all the same jobs that men do? Why?
- How has technology changed the way we work?

**Coherence (3 minutes per learner)**

**Talk about ONE of the following:**

a. Tell a story that begins with the line:

Jane could feel her heart racing as she stared at herself in the mirror...

b. Talk about your favorite movie and the impact it had on your life.

**Accuracy**

- **Candidate A**, here are the two pictures. They show people performing different jobs. I'd like you to compare the two pictures and say what difficulties the people might have when doing their jobs. (2 minutes)

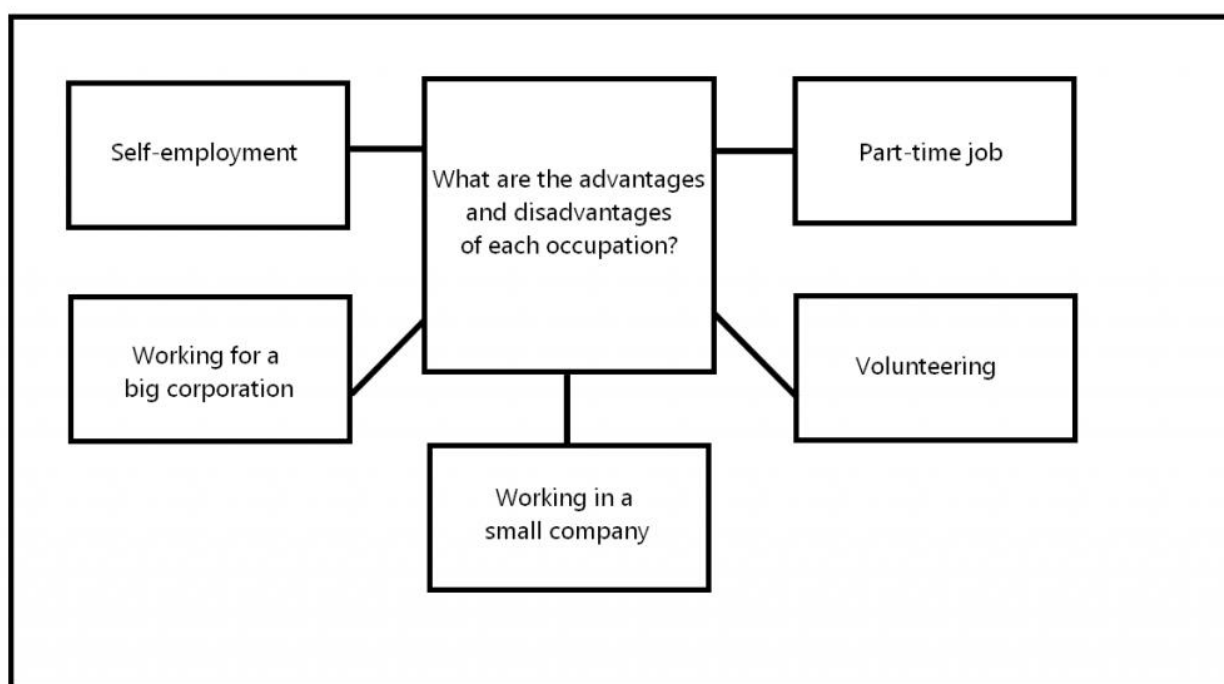




- **Candidate B**, which job do you think is more difficult? Why? (2 minutes)
- **Candidate C**, do women usually work after they get married in your country? Reflect on the benefits and drawbacks of women's work. (2 minutes)

**Reflection & interactive use of language (3 minutes for the whole group)**

- Below is a prompt with a question and several solutions. You should sit in groups of 3 to **discuss** the prompt, **justify** your answers, **build** on each other's ideas, express **your agreement or disagreement with the partners**.



- Based on your own opinion, which of the previously mentioned occupations is the best choice for a fresh graduate and which is the worst? Explain. (1 minute per learner)

**Name**

**Time: 90 minutes**

**Post test**

**(Part one)**

**Meaning Construction:**

**Write about the following topic using the below questions as a guide:**

**Marriage can be described as a bond/commitment between a man and a woman.**

- Should women work after getting married? Why? Why not? Give reasons
- Do you think getting married means giving up freedom? How?
- Do you think marriage is necessary? Why?
- What are some of the main reasons people get divorced?
- What makes a happy marriage?
- What qualities in a partner are important to you? Why?
- Would you marry someone ten years older than you? How about ten years younger than you?

**coherence**

**Write about ONE of the following:**

4. Write a story that begins with the line:

- The twins had a secret, and they knew that no one could ever find out about it...

5. A difficult decision that you had to make. Give details.

## Accuracy

Why are people communicating in these ways?

Why are the people communicating in these ways?

1



## Reflection

3. It is still important to teach manners and etiquette to children. Do you agree? Why?
4. Parents should be held accountable/responsible for what their children post on social media websites? Do you agree? Why? Why not?

	Candidate A	Candidate B	Candidate C
Name			
<b>Time: 27 minutes per group of 3</b>			

**(Part two)**

**Interviews**

**Meaning Construction (2 minutes per learner)**

**Talk about free time considering the below questions:**

- Do men and women spend their free time differently? How?
- What new activity would you like to try doing in your free time?  
Why?
- Do you prefer to spend your free time with other people or alone?  
Why?
- Have you ever been in the right place at the right time? What happened?

**Coherence (3 minutes per learner)**

**Talk about ONE of the following:**

c. Tell a story that begins with the line:

- I opened my eyes and had no idea where I was...

d. A time that you learned something new that changed you in some way.

**Accuracy**

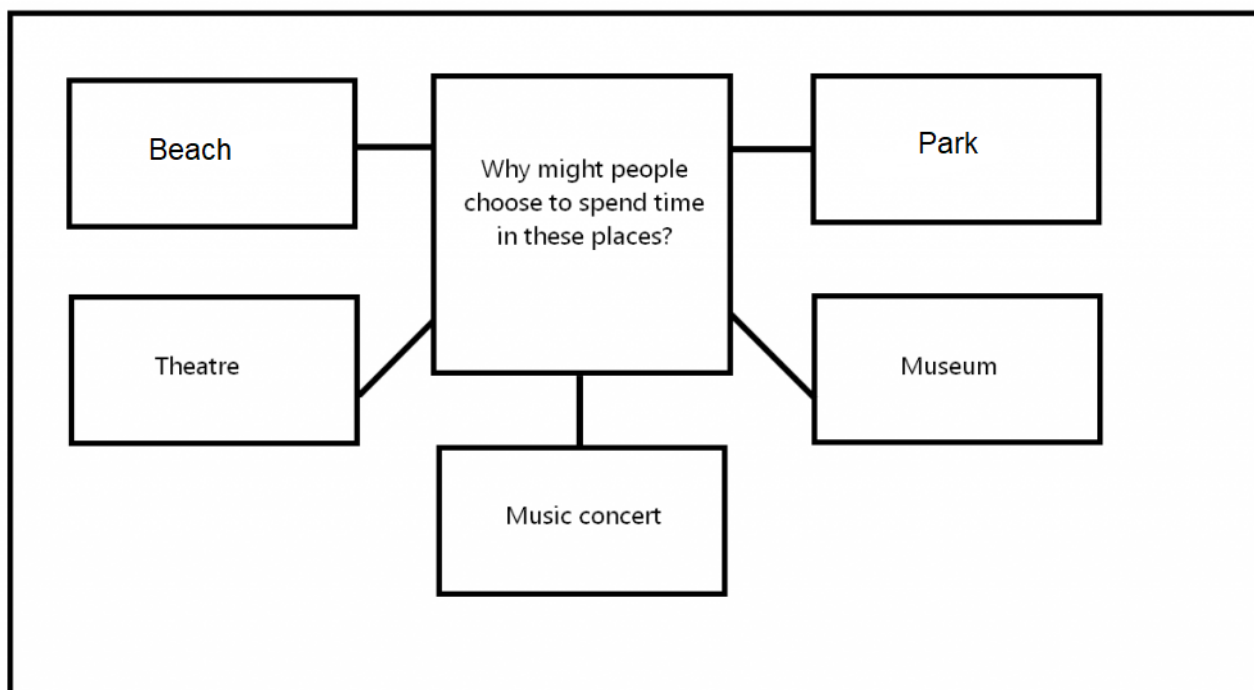
- **Candidate A**, here are your pictures which show people spending their free time. Compare the two pictures and say what are the advantages and disadvantages of spending your free time in these ways. (2 minutes)



- **Candidate B**, how do you usually spend your free time? (2 minutes)
- **Candidate C**, do you prefer spending free time alone or in a company? Why? (2 minutes)

**Reflection & interactive use of language (3 minutes for the whole group)**

- Below is a prompt with a question and several solutions. You must sit in groups of 3 to **discuss** the prompt, **justify** your answers, **build** on each other's ideas, express **your agreement or disagreement with partners**.



- Based on your own opinion, do people's free time activities change as they get older? How? Explain. (1 minute per learner)

## **Appendix (C)**

### **English Language Fluency Rubric for assessing the Adult Learners' EFL Language Fluency**

## EFL Language Fluency Rubric

English language fluency criteria	Degree			
	Poor (1)	Good (2)	Very good (3)	Excellent (4)
1. Meaning construction	<p>The learner:</p> <ul style="list-style-type: none"> <li>cannot communicate nor organize his/her ideas.</li> <li>Cannot construct meaningful sentences.</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>Communicates and organizes his/her ideas adequately.</li> <li>Can construct sentences that rarely impeded communication.</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>Communicates and organizes his/her ideas suitably.</li> <li>Constructs somehow meaningful sentences.</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>Communicates and organizes his/her ideas logically.</li> <li>Constructs meaningful sentences.</li> </ul>
2. Coherence	<p>The learner:</p> <ul style="list-style-type: none"> <li>gives thoughts that are both irrelevant and inconsistent.</li> <li>Cannot connect ideas logically.</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>gives thoughts that are somehow relevant and consistent.</li> <li>May over-use certain connectives.</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>gives thoughts that are relevant and consistent.</li> <li>Uses a range of connectives but not always appropriately.</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>skillfully and logically organizes information, ideas, and thoughts.</li> <li>connects ideas in a natural / reasonable way.</li> </ul>
3. Reflection	<p>The learner:</p> <ul style="list-style-type: none"> <li>cannot express their agreement/ disagreement with certain ideas.</li> <li>shows no understanding of the subject matter.</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>can express their agreement/ disagreement to some extent.</li> <li>shows a limited understanding of the subject matter.</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>can express their agreement/ disagreement using some examples.</li> <li>shows a basic understanding of the subject matter.</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>can express their agreement/ disagreement using different examples and justifications.</li> <li>shows great understanding of the subject matter.</li> </ul>

4. Interactive use of language	<p>The learner:</p> <ul style="list-style-type: none"> <li>• cannot communicate interactively and smoothly to fulfill different language functions.</li> <li>• uses his/her mother tongue all the time.</li> <li>• uses a monotonous voice.</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>• can communicate hesitantly to fulfill some language functions.</li> <li>• uses his/her mother tongue a lot.</li> <li>• uses a monotonous voice.</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>• can communicate interactively to fulfill language functions.</li> <li>• sometimes uses his/her mother tongue.</li> <li>• sometimes changes his/her intonation.</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>• can skillfully communicate interactively and smoothly to fulfill different language functions.</li> <li>• uses the English language throughout the whole conversation.</li> <li>• changes his/her intonation and facial expressions to convey the message.</li> </ul>
5. Accuracy	<p>The learner:</p> <ul style="list-style-type: none"> <li>• makes many grammatical/ vocabulary mistakes that impede communication.</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>• makes some grammatical/ vocabulary mistakes that rarely impede communication.</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>• makes very few grammatical/ vocabulary mistakes that do not impede communication.</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li>• makes rare grammatical/ vocabulary mistakes.</li> </ul>



## **Appendix (D)**

### **List of English Language Fluency Components**

## List of English Language Fluency Components

English Language fluency components	Description	Is the component appropriate for EFL adult learners?		
		Very appropriate	Somewhat appropriate	Not appropriate
<b>1. Meaning construction</b>	Learners can construct meaning or build ideas logically so that they can be understood by their classmates.			
<b>2. Coherence</b>	The learners' thoughts are relevant, logical, and consistent.			
<b>3. Reflection</b>	Learners can express their agreement or disagreement with certain ideas.			
<b>4. Interactive use of language</b>	Learners can communicate interactively to fulfill different language functions.			
<b>5. Accuracy</b>	Learners make very few grammatical or vocabulary mistakes. They communicate smoothly using correct grammar and appropriate vocabulary.			

**Appendix (E)**

**Outline of the**

**Post-constructivism Program**

## **Outline of the Program based on Post-constructivism for Developing Adults' English Language Fluency**

### **Introduction**

English is a widely used language by different speakers around the world to communicate ideas, thoughts, and knowledge. Therefore, it is used easily, confidently, and fluently. However, most of the time, learners keep studying and memorising isolated words and sentence structures while observing no progress in their ability to use the language fluently. There is little chance that they put what they study inside the classrooms into practice. Wilson (2021) stated that language should be contextualised. For him, using authentic material/ contexts along with contextualization help learners enhance their English language fluency, interaction, and communication. Therefore, it is essential for educators and learners not to compartmentalise any of the English language components, and deal with the language as a whole to help learners develop their English language fluency. Learners should also depend on themselves in building their own knowledge through self-learning and navigation. This enables them to take responsibility for their own learning and achieve better learning outcomes based on their needs.

Through this program, the learners get involved in various activities of different kinds. They interact with one another trying to share knowledge, construct meaning, build well-structured sentences, and reach mutual understanding. They work together or individually to navigate information and achieve full comprehension based on their prior knowledge.

### **Aim of the program**

This program aims at developing adults' English language fluency. It helps learners express their thoughts, viewpoints, and perceptions fluently and confidently. Learners get involved in a safe learning environment that enables them to express their ideas without being afraid of criticism.

## **Objectives of the program**

By this program, the learners are expected to:

1. Use English language accurately to express oneself fluently
2. Distinctly construct meaningful thoughts and ideas
3. Communicate comprehensible messages that can easily be understood
4. express their viewpoints orally and in writing
5. Use well-structured sentences that are characterised by accuracy
6. coherently and clearly express their thoughts

## **Content of the program**

Throughout the program, the researcher provides 15 sessions to develop the learners' English language fluency. The first two sessions of the program will be orientation sessions. First, learners will be given the pre-test that contains several questions that cover the five criteria, namely meaning construction, coherence, reflection, Interactive use of language, and accuracy. Thus, the researcher can identify the learners' English language fluency level. During the first orientation session, the researcher reveals the objectives of the whole program to the learners. By this session, learners are expected to have an overall idea about the program. Throughout the second session, the researcher introduces some helpful information to help learners navigate, avoid plagiarism, and prepare e-portfolios. The following sessions include different interesting activities to encourage learners to communicate, exchange knowledge, and interact positively, willingly, and actively. In the last session, the post-test will be administered to see how much they have progressed.

## **Learning and teaching strategies and techniques**

The researcher will use active learning to achieve the objectives of the program. Practising active learning, learners are motivated and active participants who participate willingly in the learning process. They interact, and reflect viewpoints, solve problems, make decisions, construct meaning, and share knowledge. The program also includes problem solving, as well as decision

making activities. Learners collaborate to achieve certain goals. Role-playing activities will also be included in the program. Learners take on different roles in given situations. They make scenarios and exchange roles. Moreover, online learning and navigation are crucial in this program as they pave the way to self-learning.

### **Duration of the program**

The program will last for five weeks. The researcher has two face-to face meetings with the learners that will last for approximately eight hours. Later, she will meet the learners three times a week, while each session will last for three hours and a half. The total number of hours for teaching the program will be 53 hours. Learners will also spend approximately five extra time to prepare their portfolios.

### **Assessment**

The researcher will use different ways to assess the learners' progress. Learners are assessed through some devices of formative and summative assessment as well as e-assessment.

The researcher will use formative assessment to give learners ongoing feedback on their performance throughout the program. Prescott (2022) declared that formative assessment refers to the ongoing evaluation process that takes place throughout the teaching process to enable the teacher to monitor the learners' progress. It includes classroom discussions, checklists, peer and self-evaluation, assignments, games, multiple choice questions and observations,

On the other hand, the researcher uses summative assessment to assess the learners' growth at the end of the application. Wolfgram (2022) states that summative assessment refers to that kind of evaluation that takes place at the end of the academic year or course. Learners are given grades on their performance to check their achievement. It includes final exams, multimedia presentations, and portfolio projects.

The researcher will ask the learners to prepare an e-portfolio that includes all their work throughout the application of the program. This helps the researcher to have documented evidence of their work.

To assess the learners' progress, they will have a pre/post-test. The test will be administered to the learners on the first and last session. The researcher, then, compares the results of the pre and post English language fluency test to measure the learners' progress throughout the program.

The researcher will also ask learners to prepare an e-portfolio that will be delivered on the last session of the program. They need to use their own words to write whatever they understand after navigating the internet. The researcher uses these portfolios to assess how much the learners have progressed after applying the program.

The researcher will use a rubric to assess the learners' progress throughout the program. The rubric consists of five English language fluency components namely: meaning construction, coherence, reflection, positive interactive use of language, and accuracy.

## **Appendix (F)**

### **The Program based on Post- constructivism for Developing Adults' English Language Fluency**



**The Program based on Post-constructivism**  
**Table of Contents**

**2 Introductory Sessions**

**Unit 1: Healthier Community**

**Lessons**

1. Eco-communities
2. Healthy Lifestyle
3. Mental Health
4. How to Reduce Stress

**Unit 2: Relationships**

**Lessons**

1. Family
2. Adoption
3. Marriage
4. Childhood Memories

**Unit 3: Our Future**

**Lessons**

1. COVID19
2. Plans and Future Predictions
3. Living in Space
4. Peer Pressure

## **Template for Each Session**

**Session (NO.)**

**Unit NO.: Title**

**Lesson NO.: Topic**

### **Objectives**

At the end of this session, learners will be able to:

- \_\_\_\_

### **Learning Devices**

- \_\_\_\_

### **Warm up**

### **Activity (NO.)**

### **Overview:**

### **Warm up**

### **Procedures**

1. \_\_\_\_
2. \_\_\_\_

### **Home assignment (if there is any)**

## **Session One**

### **Unit One**

#### **(Orientation session)**

#### **Objectives:**

At the end of this session, learners will be able to:

- identify the main objectives of the program and its expected outcomes
- identify the two variables involved in the program

#### **Learning Devices**

- Data show
- PowerPoint presentation
- A cell phone (to record the learners' answers)
- Enough printed copies of the pretest

#### **Warm up**

The learners work individually to answer the following questions:

- What do you do to be more fluent in English?
- What is the best way to study English?
- Can people learn English through watching videos, sitcoms, or listening to podcasts? How?

#### **Activity (1)**

**Overview:** post-constructivism includes different components. Learners work together to find out these components by themselves.

#### **Warm up**

Learners answer the following questions individually first then compare with a partner:

- What does “post” mean?
- What does “construct” mean?

- Do you have any idea about post-constructivism?

## **Procedures**

1. Learners scan a QR code to read an article about post-constructivism.
2. Individually, learners try to elicit the components of post-constructivism.
3. Learners compare their answers with partners.
4. Finally, learners share their thoughts with the whole class.
5. Learners are expected to give answers that are close to: post-constructivism. includes:
  - Navigation
  - Problem solving
  - Evaluation of the perceived knowledge
  - Self and peer assessment
  - Constructing knowledge based on the learners' prior knowledge

## **Activity (2)**

**Overview:** Learners do the “round table” activity to identify the different components of English language fluency.

## **Warm up**

Learners answer the following question:

- How can a person be described as a fluent English language user?

## **Procedures**

1. In groups of five, learners of each group sit at a table.
2. One learner starts by writing one characteristic of a fluent English language user on a piece of paper.
3. The learner, then, passes the paper to the learner sitting next to him or her.
4. The activity lasts for 2 minutes then learners share what they have written with the whole class.
5. The teacher declares the English language fluency components that will be tackled throughout the program and which include:

- Meaning construction
- Coherence
- Reflection
- Positive interactive use of language
- Accuracy

### **Activity (3)**

**Overview:** There are some roles that are expected to be played by both teachers and learners inside the classroom. Learners need to be aware of the different roles played by the different members involved in the learning process to achieve better outcomes. In this activity, learners watch a segment from the movie “bad teacher” and elicit the roles.

#### **Warm up**

The learners work individually to answer the following questions:

- Can you think of a good teacher you had?
- What was he or she like?
- Can you think of a bad teacher you had?
- What was he or she like?
- How can you describe yourself as a school student?

#### **Procedures**

1. Learners watch a segment from the movie “bad teacher”  
<https://www.youtube.com/watch?v=9-yrORAIYtY>
2. Learners decide what was wrong with the teacher.
3. Learners decide how this teacher can be better.
4. Learners decide the roles that should be played by teachers and learners.

### **Activity (4)**

**Overview:** The pre-test will be administered to have a clear idea about the learners’ English language fluency level before starting the program.

## **Warm up**

The learners work individually to answer the following questions:

- What do you think your current English level is?

## **Procedures**

1. The teacher will distribute the exam papers on the learners.
2. Learners work individually to answer the questions of part one.
3. After 90 minutes, learners are divided into groups of 3 to be examined orally on part 2.

## **Home assignment**

The teacher will ask the learners to prepare an e-portfolio to be delivered at the end of the program. This should give a brief idea about their fluency progress.

## **Session Two**

### **Unit One**

#### **(Orientation session)**

#### **Objectives:**

At the end of this session, learners will be able to:

1. navigate several topics using several websites
2. avoid plagiarism
3. start their own E-portfolios
4. use different paraphrasing techniques

#### **Learning Devices**

- PowerPoint presentation
- Videos
- Zoom App
- Stable internet connection
- Laptop

#### **Warm up**

The learners work individually to answer the following questions:

- What do you usually do if your teacher asks you to search for a topic?
- Do you usually copy and paste information from the internet?
- What is plagiarism?
- How can we avoid it?

#### **Activity (1)**

**Overview:** Learners are asked to navigate a specific topic.

#### **Warm up**

Learners work individually to answer the following question:

- How often do you surf the internet for academic or professional research?

## **Procedures**

1. Learners are divided into groups of 3 and are sent to breakout rooms.

2. Learners navigate the following topic:

What are some common superstitions about good luck and bad luck around the world?

3. After 10 minutes, learners share their knowledge about the topic.

4. Group members declare the procedures they have gone through to navigate the topic.

5. Learners say whether they have copied the information they have collected.

6. Learners are briefed about the different paraphrasing techniques.

7. Learners sit in groups, each group should use one type of the different paraphrasing techniques to rewrite the information they have collected.

8. Learners share their collected data with the whole group.



## **Unit One**

### **Healthier Community**

#### **Note for teachers**

The teacher follows the implicit grammar instruction method in teaching grammar. She should not teach grammar explicitly. Learners need to elicit the grammatical rules themselves and use them to construct well-structured sentences. They should not be told about the grammatical rules to be taught.

#### **Unit Objectives**

**At the end of this unit, learners will be able to:**

- Construct meaningful sentences and convey comprehensible messages.
- Use well-structured sentences in the present simple tense to talk about facts and habits.
- Navigate the internet to search for predetermined topics.
- Interact positively with each other.

#### **Learning Devices**

- PowerPoint presentation
- Videos
- Zoom App
- Stable internet connection
- Laptop

## **Session Three**

### **Unit 1: Healthier Community**

#### **Lesson 1: Eco-Communities**

#### **Objectives**

At the end of this session, learners will be able to

- Reflect on a video by telling what they understand and what they know about the topic discussed.
- Make well-structured sentences in the present simple tense.
- Interact well with other learners to express thoughts.

#### **Learning Devices**

- PowerPoint presentation
- Videos
- Zoom App
- Stable internet connection
- Laptop

#### **Warm up**

The learners need to answer the following questions:

- What are the two main types of energy sources?
- Which of these two types should we rely on? Why?

#### **Activity (1)**

**Overview:** The learners will watch a video entitled “Renewable Energy 101 | National Geographic”. They need to watch the video and reflect on it afterwards.

#### **Warm up**

What are the main sources of energy?

## Procedures

1. The learners watch a video about renewable energy sources and its benefits. <https://www.youtube.com/watch?v=1kUE0BZtTRc>
2. Learners reflect on the video and say what they understand and if they can add some more information.
3. Learners are divided into four teams. Each team should complete a chart about the advantages and disadvantages of renewable energy within 5 minutes based on the information mentioned in the video.

Advantages of renewable energy	Disadvantages of renewable energy

4. After five minutes, learners share what they have written with their classmates.

## Activity (2)

**Overview:** Learners read an article entitled "Eco-Communities" and reflect on the information provided by expressing their viewpoints.  
<https://www.englishclub.com/reading/environment/eco-community.htm>

## Warm up

In your opinion, what do people do to save the environment?

## Procedures

1. Learners read an article entitled "Eco-Communities" and take notes about what they can understand while reading. This is to be included in their E-portfolio.
2. Learners are divided into groups of 5 and sent to breakout rooms to share their knowledge and add to their notes.
3. Learners reflect on what they have understood. They say their opinions about eco-communities. They say whether they want to live in such communities or not. They need to give reasons for their answers.

### **Activity (3)**

**Overview:** Learners navigate the internet to find out how to save the environment and lead a healthier life.

#### **Warm up**

Learners answer the following questions:

- In your opinion, how can people save the environment?
- What are some activities that you do to save the environment?

#### **Procedures**

1. Learners navigate the internet to find ways to save the environment and reduce human's carbon footprint.
2. They use their own words to make a chart of their ideas
3. They also write any navigated ideas in their e-portfolios.

## **Session Four**

### **Unit 1: Healthier Community**

#### **Lesson 2: Healthy Lifestyle**

#### **Objectives**

At the end of this session, learners will be able to

- reflect on an audio by telling what they understand and what they know about the topic discussed.
- make well-structured sentences in the present simple tense.

#### **Learning Devices**

- PowerPoint presentation
- Videos
- Zoom App
- Stable internet connection
- Laptop

#### **Warm up**

Learners complete a mind map drawn on the Zoom board stating how people can lead a healthy life.

#### **Activity (1)**

**Overview:** Learners interact to find effective ways to maintain a healthy lifestyle.

#### **Warm up**

Learners work individually to answer the following questions:

- How do you usually spend your day?
- What do you do to stay healthy?

#### **Procedures**

1. Learners think of five essential steps for maintaining a healthy lifestyle.
2. Learners write the steps down in their E-portfolio.
3. Learners are divided into groups of five to exchange ideas and look up information on the internet to support these ideas and find more.

4. Learners listen to a podcast entitled “How To Start (And Stay) Running”  
<https://www.stitcher.com/show/hurdle/episode/hurdlemoment-how-to-start-and-stay-running-59953349>
5. Learners reflect on what they have just listened to.
6. They say whether they know someone who is trying to be fit or lose weight. What does he or she do? How does he or she feel?

### **Activity (2)**

**Overview:** Learners surf the internet to collect some information about healthy communities.

#### **warm up**

In your opinion, what does a healthy community look like?

#### **Procedures**

1. The teacher asks the learners the following question:
  - What does a healthy community look like?
2. Learners need to brainstorm and share some ideas. They also try to reflect on each other’s ideas.
3. After that, learners are divided into groups of five trying to navigate the internet for some more ideas.

### **Activity (3)**

**Overview:** Learners watch a TEDx video by Chante Meadows in which she tries to emphasize the idea that addressing mental health issues early can enable people to lead a healthy life and live in a healthier community.

<https://www.youtube.com/watch?v=czGblnXTx8M>

#### **Warm up**

- Have you ever met a mental health therapist?
- What does this person do exactly?

#### **Procedures:**

1. Learners watch a video about a mental health therapist.

2. Learners say whether they or any of their relatives have experienced any kind of mental illnesses.
3. Learners say how a person can deal with mental illness.

#### **Activity (4)**

**Overview:** Learners read a passage about health and wellbeing and reflect on it.

#### **Warm up**

- "Mental health is not a destination, but a process. It's about how you drive, not where you're going."  
-Noam Shpancer

What does this mean?

#### **Procedures**

1. Learners read a passage about health and wellbeing.  
<https://www.betterhealth.vic.gov.au/health/healthyliving/wellbeing#about-wellbeing>
2. They reflect on the information mentioned.
3. They say their opinions and whether they agree or disagree with the author.

#### **Activity (5)**

**Overview:** Learners answer some questions related to health and fitness to see how fit they are.

#### **Warm up**

1. Learners are shown a photo of wellness.
2. Learners are sent randomly to breakout rooms, so that each room has 3 learners.
3. Each learner adds some information about each component of the circles shown in the photo below.
4. Then, learners are sent to different breakout rooms so that they can share their ideas with other learners.



## **Procedures**

1. Learners complete a quiz to see how healthy they are.
2. After that, they share their answers with the whole class.



## **Session Five**

### **Unit 1: Healthier Community**

#### **Lesson 3: Mental Health**

#### **Objectives**

At the end of this session, learners will be able to

- Reflect on an audio by telling what they understand and what they know about the topic discussed
- Read a passage and reflect on they read by telling what they understand and what they know about the topic discussed
- Make well-structured sentences in the present simple tense

#### **Learning Devices**

- PowerPoint presentation
- Videos
- Zoom App
- Stable internet connection
- Laptop

#### **Warm up**

How are mental health and physical health related?

#### **Activity (1)**

**Overview:** Learners read an article about how people can boost their mental health and reflect on it later.

#### **Procedures**

1. The teacher asks the learners about what they normally do to boost their mental health.
2. She asks about the way they handle their problems.
3. Learners take turns answering the questions and reflecting on each other's ideas.

4. Learners read an article entitled “10 tips to boost your mental health”  
<http://www.bcmhsus.ca/about/news-stories/stories/10-tips-to-boost-your-mental-health>
5. Learners reflect on what they have just read and answer some questions related to the article.
6. After that, learners are divided into groups to navigate the internet for more ideas to boost someone’s mental health.
7. The teacher provides learners with some helping websites:  
<https://www.healthxchange.sg/wellness/mental-health/ten-ways-achieve-mental-wellness> <https://integrisok.com/resources/on-your-health/2021/october/tips-to-boost-mental-health>

### **Activity (2)**

**Overview:** In pairs learners try to depict some mental illnesses illustrated on some sitcoms. They also try to provide solutions for these problems.

### **Procedures**

1. The teacher pairs the learners.
2. Learners watch some sitcoms depicting people with mental illnesses.  
<https://divethru.com/tv-shows-about-mental-illness/>
3. Each pair tries to detect the mental illness and provide some solutions for each character.

### **Activity (3)**

**Overview:** Learners watch a TED talk video talking about the secret to improving mental health. They express their viewpoints on what they have watched.

### **Warm up**

1. Learners do a mental health awareness exercise on Bamboozle website.
2. They are divided into two teams.

3. Each team decides whether the statement shown on the screen is a myth or a fact

<https://www.baamboozle.com/game/478425> .

4. The team with the highest number of points wins.

### **Procedures**

1. Learners watch a TED talk video talking about boosting mental health.  
[https://www.ted.com/talks/mike\\_bardi\\_the\\_secret\\_to\\_improving\\_mental\\_health](https://www.ted.com/talks/mike_bardi_the_secret_to_improving_mental_health)
2. After that, they reflect on the video. They say whether they agree with the speaker or not. Are the suggested ideas effective?

## Session Six

### Unit 1: Healthier Community

#### Lesson 4: How to reduce stress

#### Objectives

At the end of this session, learners will be able to

- Read a passage and reflect on what they read by telling what they understand and what they know about the topic discussed
- Make well-structured sentences in the present simple tense

#### Learning Devices

- PowerPoint presentation
- Videos
- Zoom App
- Stable internet connection
- Laptop

#### Warm up

The learners mention the different actions or incidents that cause them to feel stressed.

The learners, then, explain how they deal with stressful incidents in life.

#### Activity (1)

**Overview:** Learners read an article that talks about stress and how people can deal with it. Then, they reflect on it.

#### Warm up

Learners work individually to answer the following questions:

- Do you get stressed easily?
- Describe yourself when you are stressed.
- Can you work under pressure?

## Procedures:

1. First, learners read an article about the different ways people can deal with stress. <https://my.clevelandclinic.org/health/articles/8133-stress-10-ways-to-ease-stress>
2. Second, learners sit in groups to reflect on what they have read. They explain the different ways people can deal with stress.
3. Third, each group tries to add some more ways people usually follow to deal with stress.

## Activity (2)

**Overview:** Learners watch an interactive movie segment from the movie 'Anger Management' that depicts Adam Sandler boarding a plane and trying to control his anger dealing with a flight attendant that neglects his request for a headset.

### Warm up

Can you control your anger? Explain.

## Procedures

1. Learners watch an interactive movie segment from the movie 'Anger Management' <https://edpuzzle.com/media/5ffe4a12e64ce0147758ee2f>
2. While watching, learners answer some questions related to the movie.
3. After that, learners express their opinion about the scene.
4. They say whether they behave similarly in similar situations.

## Activity (3)

**Overview:** In groups of 5, learners role-play a conversation that includes a stressful situation and depicts the way they deal with such a situation.

### Warm up

How can people deal with the following situations:

- Divorce.
- Loss of a job.
- Increase in financial obligations.

## Procedures

1. Learners are divided into groups of 5.
2. They role play a conversation that includes a stressful situation.
3. They depict the way they deal with stressful situations.

## Activity (4)

**Overview:** Learners pick up a question and try to answer it.

### Warm up

What is the biggest problem a person may face in life?

### Procedure

- The teacher shows some questions to the learners.
- All questions are related to the topic being discussed, i.e. “stress”.
- Each learner chooses a question and tries to answer it.
- Other learners can add any comments on their friend’s answer.
- The teacher can pick questions from the following website:

<http://iteslj.org/questions/stress.html>

## Activity (5)

**Overview:** Learners watch a TEDx video entitled “Get comfortable with being uncomfortable” by Luvvie Ajayi Jones then they reflect on it.

<https://www.youtube.com/watch?v=QijH4UAqGD8>

### Warm up

“Get comfortable with being uncomfortable”

What does this mean?

Is it easy? Why?

### Procedure

1. Learners watch TEDx video.
2. They say whether they agree or disagree with the speaker.

**Home assignment:**

Learners surf the internet for the most common causes that cause people to get stressed out. They suggest some solutions and add their ideas to their E-portfolio.

## **Unit Two**

### **Relationships**

#### **Note for teachers**

The teacher follows the implicit grammar instruction method in teaching grammar. The teacher should not teach grammar explicitly. Learners need to elicit the grammatical rules themselves and use them to construct well-structured sentences. They should not be told about the grammatical rules to be taught.

#### **Unit Objectives**

**At the end of this unit, learners will be able to:**

- Construct meaningful sentences and convey comprehensible messages.
- Use well-structured sentences to talk about past events and incidents.
- Navigate the internet to search for predetermined topics.
- Interact positively with each other.
- Reflect on past and current events and express their opinions freely.

#### **Learning Devices**

- PowerPoint presentation
- Videos
- Zoom App
- Stable internet connection
- Laptop



## **Session Seven**

### **Unit 2: Relationships**

#### **Lesson 1: Family**

##### **Objectives**

At the end of this session, learners will be able to

- Read a passage and reflect on what they read by telling what they understand and what they know about the topic discussed
- Make well-structured sentences in the present simple tense

##### **Learning Devices**

- PowerPoint presentation
- Videos
- Zoom App
- Stable internet connection
- Laptop

##### **Warm up**

Learners describe their childhood and their relationship with their family members as kids.

##### **Activity (1)**

**Overview:** Learners play the Celebrity “Guess Who” Game.

##### **Warm up**

Learners mention a game that they used to play as children.

##### **Procedures**

1. The teacher divides the learners into groups of three.
2. She shows each group a picture of a TV show that was on TV in the past and that showed family members interacting in different situations.
3. They neither reveal the name of the show nor the family name.
4. Learners are not allowed to ask the name of anyone else’s family.

5. Learners ask several questions to each group to find out the name of the show and the family involved. Some examples of questions they can use include:

- What was the father's/ mother's job?
- Where did they live?
- What did he/she look like?
- Did they have children?

Rules: Each group has 3 minutes to answer the questions of the other team members. Other group members have 30 seconds to ask as many questions as they can. The group that knows the name of the celebrity gets a point.

### **Activity (2)**

**Overview:** Learners watch a movie segment about a mother giving a present to her son. <https://en.islcollective.com/video-lessons/short-movie-present-past-simple-practice>

#### **Warm up**

What was your most memorable present as a child? Why was it unique?

#### **Procedures**

1. Learners watch a movie segment about a mother giving a present to her son.
2. After watching, learners reflect on what they have watched.
3. They say how they see the mother's action and her present choice.

### **Activity (3)**

**Overview:** Learners watch an interactive video on “edpuzzle” from the movie “Up”. They try to answer some questions while watching.

<https://en.islcollective.com/video-lessons/movie-simple-past>

#### **Warm up**

Learners watch two photos of two couples. They state the difference between these two photos and try to mention the reasons why couples may lead a happy or a miserable life.



### **Procedures**

1. Learners talk about a happy couple that they saw in their life and try to guess why they led a happy marriage.
2. Learners watch an interactive segment from the movie “Up”.
3. They answer some questions while watching.

### **Activity (4)**

**Overview:** Learners play an interactive game called “Who said what?”.

### **Warm up**

Have you ever played the “Who Said What” game?

How did you play it?

Were there any questions which you did not answer? What were they?

### **Procedures**

1. Learners are divided into groups of six.
2. Each group member is sent 2 cards with questions written on them.

3. Learner A asks the five questions that he or she has on the cards to the other group members.
4. The other learners send their answers to Learner B's WhatsApp number.
5. Learner B tells the answers to learner A who tries to guess who said what.
6. They keep playing the game for 10 minutes.
7. Finally, the winner is the one who has guessed most of the answers right.

## **Activity 5**

**Overview:** Learners listen to a podcast about public relations and do some post activities.

<https://learnenglish.britishcouncil.org/business-english/podcasts-for-professionals/public-relations>

## **Warm up**

How are public relations important?

## **Procedures**

1. Learners are divided into groups of five.
2. Each group is given some pieces of paper on which they find words which they have to match with their definitions.
3. The teacher tells the learners that they have 1 minute to read the words within their groups and to try to guess the meaning of each word.
4. The teacher sticks the definitions on the classroom's walls.
5. The teacher tells the learners that they have 5 minutes to go around the classroom to match the words with their definitions.
6. After that, learners go for a gallery walk to see the answers of the other groups and if they have any comments.
7. Learners share the definition of each word.
8. Learners listen to the podcast.
9. In their groups, learners try to put some items in the order the speaker did them.

## **Session Eight**

### **Unit 2: Relationships**

#### **Lesson 2: Adoption**

#### **Objectives**

At the end of this session, learners will be able to

- Reflect on a video by telling their opinions about the incidents and whether they agree or disagree with what the characters have done and the decisions they have made
- tell a coherent story using the simple past tense
- Make different sentences in the simple past tense by getting the rule implicitly from the videos

#### **Learning Devices**

- PowerPoint presentation
- Videos
- Zoom App
- Stable internet connection
- Laptop

#### **Warm up**

Learners answer the following questions:

- What is adoption?
- What are some of the reasons people choose to adopt?
- What are the views of adoption in your country?
- Should you tell the child that he or she was adopted? If so, at what age? Or when?
- How would you feel if you found out you were adopted?
  - What would you do?

#### **Activity (1)**

**Overview:** Learners need to imagine that they found an abandoned child on the ground. They explain what happened. (Think-Pair-Share)

## Warm up

Learners need to reflect on the following picture:



What does it show?

How do they feel? Why?

## Procedures

1. The teacher tells learners that they found an abandoned child on the ground.
2. Individually, learners need to write what they did then.
3. Learners need to share their reactions and the story they wrote with the person sitting next to them.
4. Finally, learners share their stories with the abandoned children with the class.

## Activity (2)

**Overview:** Learners watch an interactive movie segment that shows a panda that has just known he was adopted. The movie pauses every now and then for them to answer some questions and to guess what might happen next.

## warm up

In groups of 5, the teacher asks the learners to navigate and discuss the following questions:

- What questions do you think children may have when they find out they are adopted?
- What happens if the adopted parents decide they don't like the child after a year or so?

## Procedures

1. Learners watch an interactive movie segment.  
<https://edpuzzle.com/media/60d028a8d2bd274161408253>

2. The movie pauses every now then for the learners to answer some questions related to the movie.
3. Learners need to guess what will happen next. They complete the story.

### **Activity (3)**

**Overview:** Learners play Tic-Tac-Toe and use the verbs included to make a story.

#### **Warm up**

Have you ever played the “Tic-Tac-Toe” game? Did you often win?

### **Procedures**

#### **Phase (1)**

1. The teacher draws a grid on the Zoom board and asks the learners to say any 9 verbs that come to their minds.
2. The teacher divides the learners into two teams.
3. Each team needs to say the past tense of the verbs on the grid so that they complete a row either vertically, horizontally or diagonally.
4. The first team to complete a row wins this phase.

#### **Phase (2)**

1. Each team needs to use the verbs on the grid to make up a story.
2. Learners win points based on the number of verbs they use from the grid, their creativity, and the consistency of the ideas.
3. The fun part here is that the learners chose the verbs themselves; however they had no idea they would make a story out of these irrelevant verbs.

### **Activity (4)**

**Overview:** Learners watch a video that shows Steve Jobs, CEO of Apple and Pixar animation, telling three true stories about his life. They watch the stories, retell each one using their own words, and reflect on them.

## Warm up

The teacher asks the learners about the reason why a parent may want to put his or her child to an adoption.

## Procedures

1. Learners watch a real speech from Steve Jobs who was adopted as a child. He tells three stories about his life.
2. <https://www.fluentu.com/blog/educator-english/esl-lesson-plans/>
3. After each story, learners need to reflect on what they understood from the video.
4. The teacher asks follow-up questions that may include:
  - What do you think of the mother's decision?
  - Would you do the same if you were in her shoes?
  - You can't connect the dots looking forward, you can only connect the dots looking backwards. Explain using incidents from your own life
  - If this is the last day in your life, what would you do?



## Session Nine

### Unit 2: Relationships

#### Lesson 3: Marriage

#### Objectives:

At the end of this session, learners will be able to

- Reflect on a video by telling their opinions about the incidents and whether they agree or disagree with what the characters have done and the decisions they have made
- Make different sentences in the simple past tense by getting the rule implicitly from the videos

#### Learning Devices

- PowerPoint presentation
- Videos
- Zoom App
- Stable internet connection
- Laptop

#### Activity (1)

**Overview:** The teacher uses a segment from the “Friends” sitcom that talks about marriage proposals. Learners reflect on it.

#### warm up

- The teacher asks the learners about what they will do if they fall in love with a girl.
- In your opinion, what is the best way to propose to a girl?

#### Procedures

1. The teacher plays the video.

<https://www.youtube.com/watch?v=BLwGIxWKZG0>

<https://www.youtube.com/watch?v=bZJhJdla05I>

<https://www.youtube.com/watch?v=hxu2XEKNcO0>

2. Learners watch the segment and say what happened.
3. After that, learners try to put themselves in each character's shoes and act in a different scenario.

### **Activity (2)**

**Outcome:** Learners watch a segment from “How I met your mother” sitcom and reflect on it.

#### **Warm up:**

Did you attend any of your friends' bachelor/bachelorette parties last year/week/month...?

#### **Procedures**

1. The teacher plays a segment from “How I met your mother” sitcom <https://www.youtube.com/watch?v=3MwUSTa6mul>
2. The teacher asks the learners about what happened.
3. Learners reflect on the sitcom

### **Activity (3)**

**Overview:** Learners navigate the internet to search for strange or unusual marriage proposals

#### **Warm up**

What do you think of the following pictures? What do they depict?



## Procedures

1. The teacher divides learners into groups of four.
2. Learners navigate the internet for the most unusual marriage proposals.
3. Each group chooses three proposals.
4. After 10 minutes, each group shares what they found on the internet.

## Activity (4)

**Overview:** Learners read a passage entitled “Stay-at-home Dads”. They read and reflect on what they read.

## Warm up

Did you watch the “Stay-at-home Dads” sitcom in the past?

## Procedures

1. Learners read the title and try to guess what the passage talks about.

2. The teacher divides the learners into three groups.
3. Each group reads a passage within five minutes.
4. After five minutes, learners share what they understood.
5. Learners express their agreement or disagreement with what they read.

### Activity (5)

**Overview:** Learners listen to a podcast about 2 coworkers trying to resolve a conflict at work with the help of a mediator. Learners listen and do some post activities.

<https://learnenglish.britishcouncil.org/business-english/podcasts-for-professionals/managing-conflict>

### Warm up

How do you often resolve your conflicts?

### Procedures

1. The teacher asks the learners to think of a conflict that they had in the past with their spouses or any of their family members.
2. The teacher distributes a copy of The “be in sb’s shoes” handout to the learners.
3. Learners need to fill in the handout. They try to put themselves in the other person’s shoes.
4. The learners share their different situations and say how they dealt with them.

Be in sb’s shoes
1. In your opinion, what was the issue? <hr/> <hr/>
2. What caused it? <hr/> <hr/>

<hr/>
<p>3. How did you feel?</p> <hr/> <hr/>
<p>4. How did the other person feel?</p> <hr/> <hr/>
<p>5. How did you see the event?</p> <hr/> <hr/>
<p>6. What did you do to resolve the conflict?</p> <hr/> <hr/>
<p>7. How did the situation end?</p> <hr/> <hr/>

5. Learners listen to a podcast entitled “managing conflicts”.
6. After listening, learners share their understanding and how they see the situation.
7. They try to suggest some practical solutions to solve the problem.

8. Learners say how this podcast can be related to marriage and how they can make use of the different pieces of advice provided in the podcast to manage any conflicts with their spouses.
9. Learners suggest other ways of dealing and managing conflicts.

## Session Ten

### Unit 2: Relationships

#### Lesson 4: Childhood memories

##### Objectives

At the end of this session, learners will be able to

- Reflect on an audio by telling what they understand and what they know about the topic discussed
- Make well-structured sentences in the past simple tense
- interact positively and comprehensibly with one another

##### Learning Devices

- PowerPoint presentation
- Videos
- Zoom App
- Stable internet connection
- Laptop

##### Warm up

Learners need to answer the following question:

- What did you like to do when you were a child?
- What were some embarrassing situations when you were a child? How did your parents react?
- Did you play on the streets as a child? What games did you play? How did you feel?
- What was your worst punishment as a child?

##### Activity (1)

**Overview:** Learners watch part of “Friends” sitcom and reflect on it.

##### Warm up

Learners talk about their good memories when they were younger.

##### Procedures

1. Learners watch different segments from “Friends” sitcom depicting friends talking about their childhood memories.

<https://www.youtube.com/watch?v=gk5mmrCVwSc>

2. Learners reflect on what they have just watched. They say if they share the same memories.

### **Activity (2)**

**Overview:** Learners play the “find the fib” game.

#### **Warm up**

Do you often tell lies? Why?

#### **Procedures**

1. The teacher gives the learners 5 minutes to write three pieces of information about their childhood.
2. Each learner should write 2 right statements about his or her childhood and 1 lie.
3. The other learners try to guess which of the three statements is the fib.

### **Activity (3)**

**Overview:** Learners watch a segment from the movie “The Lake House” and reflect on it.

#### **Warm up**

Did you watch the “The Lake House” movie in the past?

#### **Procedures**

1. Learners watch a movie segment depicting Sandra Bullock talking to Keanu Reeves about her adolescent love.
2. The teacher plays the video which pauses every now and then for the learners to answer some questions related to the video.

<https://edpuzzle.com/media/5fa13a3da4f71b411e5f1786>

<https://edpuzzle.com/media/60719b013ed0cc4163a3fd3c>



3. Learners work in pairs to role play a conversation in which they play the role of the young lady and her dad.

#### **Activity (4)**

**Overview:** Learners play an online board game trying to answer some questions related to their childhood.

#### **Warm up**

Did you like your life as a child? why?

#### **Procedures**

1. Learners are divided into groups of four.
2. Each group member takes a turn to roll the dice.
3. Then, each member answers a question based on the number shown on the dice. All questions are related to the learners' childhood.
4. The winner is the one who gets to the end first.
5. The teacher keeps monitoring the learners throughout the game. She provides help when needed.
6. Learners share any interesting childhood memories by the end.

#### **Activity (5)**

**Overview:** Learners watch a video from TEDx Talks. The video depicts a boy called Cole Blakeway talking about his childhood memories with his mom and friend. They watch and do some post activities.

<https://www.youtube.com/watch?v=sQuM5e0QGLg>

#### **Warm up**

Do you remember any of your childhood memories?

#### **Procedures**

1. Learners say if they have any special childhood memories.

2. Learners watch a video from TEDx Talks. It shows a boy talking about his childhood memories with his mom and 44-year-old friend who was diagnosed with autism.
3. Learners watch the video and reflect on it.
4. They express their agreement or disagreement with the speaker.
5. They say if they had similar stories or if they knew anyone who had.

### **Activity (6)**

**Overview:** Learners watch a video from TEDx entitled “What I learned from 100 days of rejection | Jia Jiang”. The video depicts Jia Jiang talking about himself when he was six years old and how his fears of rejection affected his whole life. He also talks about the way he overcame this problem.

<https://www.youtube.com/watch?v=-vZXgApsPCQ>

### **Warm up**

Have you ever been rejected? What happened? How did you feel?

Do you feel afraid of rejection?

### **Procedures**

1. The teacher asks the learners if they fear rejection.
2. They tell if they were rejected as children.
3. Learners watch the video and reflect on it.
4. They say what they have understood and say whether they would like to go through the same experience or not and why.

### **Activity (7)**

**Overview:** Learners watch a TEDx video entitled “How I Overcame My Fear of Public Speaking”. In this video, the speaker, Danish Dhamani, talks about his

childhood and how he used to feel afraid of public speaking. Then, he moves on talking about how he managed to overcome and conquer his fear.

<https://www.youtube.com/watch?v=80UVjkcxGmA>

### **Warm up**

What was your biggest fear as a child?

Did you overcome it? How?

### **Procedures**

1. The learners watch the video.
2. The learners mention the speaker's problem and how he managed to overcome it.
3. They say whether they faced a similar problem as children and how they overcame it.

### **Home Assignment**

**Overview:** The teacher shared a chart with the learners on which they find some questions related to their childhood memories. They need to check whether they experienced something like that or not.

### **Warm up**

How can you describe yourself as a child?

Use one word to describe your childhood.

### **Procedures**

4. The teacher distributes some sheets to the learners.
5. The learners find some questions. They need to check "yes" or "no".
6. After that, learners add some more details for each question.

<b>Check “yes” or “no” based on your childhood memories.</b>		
<b>Question</b>	<b>Yes</b>	<b>No</b>
Did you treat any of your classmates badly?		
Did you make fun of other children at school?		
Did any of your classmates make fun of you?		
Did you burst in tears as a child because your classmates did not allow you to play with them or because someone took any of your belongings?		
Did your parents, friends, or relatives ignore you?		

### **Unit Three**

## **Our Future**

### **Note for teachers**

The teacher follows the implicit grammar instruction method in teaching grammar. The teacher should not teach grammar explicitly. Learners need to elicit the grammatical rules themselves and use them to construct well-structured sentences. They should not be told about the grammatical rules to be taught.

### **Unit Objectives**

**At the end of this unit, learners will be able to:**

- Construct meaningful sentences and convey comprehensible messages.
- Use well-structured sentences to talk about their future predictions
- Use well-structured sentences to talk about past events and incidents
- Navigate the internet to search for predetermined topics
- Interact positively with each other
- Reflect on past and current events and express their opinions freely

### **Learning Devices**

- PowerPoint presentation
- Videos
- Zoom App
- Stable internet connection
- Laptop

## **Session Eleven**

## Unit 3: Our Future

### Lesson 1: COVID19

#### Objectives:

At the end of this session, learners will be able to:

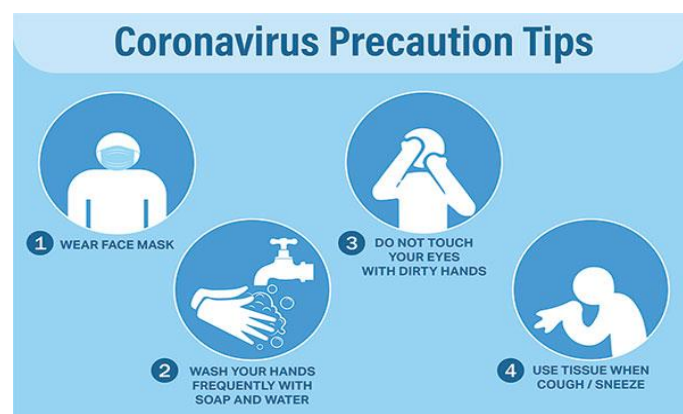
- Talk about COVID19 effects and use related vocabulary
- Use the past simple to talk about their lifestyle during the pandemic
- Use the future tense to reveal how they expect their life to be changed in the future
- Clearly address the topic and express their agreement or disagreement coherently
- Clearly and accurately express their viewpoints

#### Learning Devices

- PowerPoint presentation
- Videos
- Zoom App
- Stable internet connection
- Laptop

#### Warm up

Learners are shown a picture of COVID19 precautions. They need to say whether they follow these precautions or not and add some more.



#### Activity (1)

**Overview:** Learners watch a video about some of the positive impacts of COVID-19 pandemic.

**Warm up:**

The learners answer the following questions:

- How did you spend your time during the Coronavirus pandemic?
- From your own point of view, what are some positive effects of the Coronavirus pandemic?

**Procedures:**

1. Learners watch an interactive video about the positive effects of COVID-19 pandemic. <https://edpuzzle.com/media/60255e2aa7e2bc4286010b65>
2. The video will pause every now and then for the learners to answer some questions related to the video.
3. Learners reflect on the video and express their different opinions.
4. They state whether they agree or disagree with the presenter.

**Activity (2)**

**Overview:** Learners imagine how their life will look like in 2050 and how it will be different from their lives in 2020 during the lockdown. They interview each other with one learner playing the role of the interviewer and the other talks about his life back in 2020. Then, they exchange roles talking about their expectations in 2050.

**Warm up:**

The learners answer the following questions:

- How did your life change after the pandemic?

**Procedures**

1. The teacher plays a video that shows how people dealt with the pandemic and their lifestyle then.
2. The teacher asks the learners about their opinions of the video and how far their life was like the people talking in the video.
3. The teacher talks about her own lifestyle back then and what she expects her life to look like in 2050. She shows them some pictures about how she spent her life in 2020.

4. Learners can share their viewpoints.
5. Learners are divided into groups of 5 and sent to breakout rooms to discuss their lives in 2020. Then, they share it with other learners.
6. After 15 minutes, learners talk about their expectations of their lives in 2050.
7. After each activity, the teacher elicits ideas from different groups. Who had similar ideas? Who had different ideas?

### **Activity (3)**

**Overview:** Learners watch a video called “What will life look like after the coronavirus pandemic? Future of Cities | COVID-19 Special.” The video shows Steven Beardsley from DW News interviewing the British-American sociologist Richard Sennett about his expectations after COVID 19 pandemic.

### **Warm up:**

The learners answer the following question:

- How will life change twenty years from now?

### **Procedures:**

1. Learners watch an interview with a British-American sociologist called Richard Sennett talking about how life will look like after the COVID 19 pandemic.  
<https://www.youtube.com/watch?v=8RnBxh3P6FQ>
2. Learners listen and take notes as they are listening.
3. After listening, learners are divided into groups of 3 and sent to breakout rooms. They compare their answers. After that, they reflect on the video and share their own ideas.
4. After 15 minutes, learners share their ideas with the whole class.

### **Home Assignment:**

In groups of 4, learners navigate the history of COVID19, its bad effects, and the precautions to be taken to protect people from the Omicron.

<https://edpuzzle.com/media/61769e5c861c4d416a780133>

## **Session Twelve**



## Unit 3: Our Future

### Lesson 2: Plans and Future predictions

#### Objectives

At the end of this session, learners will be able to

- Reflect on an audio by telling what they understand and what they know about the topic discussed
- Construct meaningful sentences
- Make well-structured sentences in the future tense

#### Learning Devices

- PowerPoint presentation
- Videos
- Zoom App
- Stable internet connection
- Laptop

#### Warm up

Learners are shown a mind map related to future plans. Each learner needs to add some plans under each subtitle.



#### Activity (1)

**Overview:** Learners watch a segment from the sitcom “Friends” and do some post activities. The segment depicts friends talking about their future plans.

<https://edpuzzle.com/media/60a5c293907da241602c4208>

### **Warm up**

What are your plans for the future?

### **Procedures**

1. Learners watch a segment from the sitcom “Friends”.
2. They explain the situation.
3. They tell what they will do in such a situation.

### **Activity (2)**

**Overview:** Learners watch 2 short movies and try to write their predictions about the coming incidents.

### **Warm up**

Have you ever predicted something to happen and it really happened? What was it?

### **Procedures**

1. Learners watch 2 short movies.

<https://edpuzzle.com/media/62218ff54c44d342ededed1d>

<https://edpuzzle.com/media/6101a9395e2c8e4184e728a0>

2. They write their predictions about the coming incidents.
3. After listening, learners share their predictions with the class.
4. Learners reflect on each others’ responses.

## **Session Thirteen**

## **Unit 3: Our Future**

### **Lesson 3 : Living in space**

#### **Objectives**

At the end of this session, learners will be able to

- Reflect on an audio by telling what they understand and what they know about the topic discussed
- Make well-structured sentences in the future simple tense
- interact positively and comprehensibly with one another

#### **Learning Devices**

- PowerPoint presentation
- Videos
- Zoom App
- Stable internet connection
- Laptop

#### **Warm up**

If people live in space, what will you change in your daily routine?

#### **Activity (1)**

**Overview:** Learners watch a video about life on different planets.

#### **Warm up**

What will life look like in space?

#### **Procedures**

1. Learners watch a video about life on different planets.  
<https://youtu.be/GwM4Jg9ChvM>
2. Based on what you have watched, what will life look like on different planets?  
Will you like to live on a different planet? why?

#### **Activity (2)**

**Overview:** Learners watch a segment from the movie “iRobot” and answer some questions related to the movie.

## **Warm up**

How will our life change with the presence of robots?

## **Procedures**

1. Before watching the segment, learners discuss the following questions with a partner:
  - Are you optimistic or pessimistic about the future? why?
  - How different will your city be in the year 2035?
  - What will be better and what will be worse then?
  - Do you think robots will be common in 2035?
  - What tasks will robots have?
  - Will life be better if humans share their space with robots?
  - Would you like to have a personal robot to help/protect you?
2. Learners read the sentences below. Check the ones that you think will be true in Chicago, 2035.
  - ( ) All electronic appliances will be modern.
  - ( ) People will live in very comfortable homes.
  - ( ) Robots will deliver mail.
  - ( ) People and robots will share the streets.
  - ( ) Robots will walk dogs for their owners.
  - ( ) Robots will do litter collecting.
  - ( ) People will wear the same kinds of clothes we do today.
  - ( ) Robots will rob people.
  - ( ) Robots will protect people.
3. Learners watch the segment and check whether their answers were right. They also take notes for any other comments they want to add.  
<http://karlotta-s.blogspot.com/2009/04/i-robot-future-will.html>
4. Learners say how many answers they got right.
5. They say whether they agree with what they have watched.

## **Activity (3)**

**Overview:** Learners watch part of “Friends” sitcom showing Phoebe and Joey talking about their future plans.

[https://www.google.com/search?q=segmentof+%E2%80%9CFriends%E2%80%9D+sitcom+showing+Phoebe+and+Joey+talking+about+their+future+plans.&sca\\_esv=566095078&sxsrf=AM9HkKnel-dO6Fe76BmpqwOhHiCUWPd\\_Sg%3A1694967224789&ei=uCUHZbHYL86dkdUPz\\_WvoAw&ved=0ahUKewixlNv6hLKBAXOTqQEhc\\_6C8QQ4dUDCBA&uact=5&oq=segmentof+%E2%80%9CFriends%E2%80%9D+sitcom+showing+Phoebe+and+Joey+talking+about+their+future+plans.&gs\\_l=6LXNlcnAiWHNIZ21lbnRvZiDigJxGcmllbmRz4oCdIHNPdGNvbSBzaG93aW5nIFBob2ViZSBhbmQgSm9leSB0YWxraW5nIGFib3V0IHRoZWlyIGZ1dHVyZSBwbGFucy5lyw9QAFiPDXAaEAgQAQCYAQcQAQCqAQ\\_C4AQPIAQD4AQHiAwQYACBBiAYB&sclient=gws-wiz-serp#fpstate=ive&vld=cid:b9b2ccdd.vid:i33Z7T\\_k5DI.st:0](https://www.google.com/search?q=segmentof+%E2%80%9CFriends%E2%80%9D+sitcom+showing+Phoebe+and+Joey+talking+about+their+future+plans.&sca_esv=566095078&sxsrf=AM9HkKnel-dO6Fe76BmpqwOhHiCUWPd_Sg%3A1694967224789&ei=uCUHZbHYL86dkdUPz_WvoAw&ved=0ahUKewixlNv6hLKBAXOTqQEhc_6C8QQ4dUDCBA&uact=5&oq=segmentof+%E2%80%9CFriends%E2%80%9D+sitcom+showing+Phoebe+and+Joey+talking+about+their+future+plans.&gs_l=6LXNlcnAiWHNIZ21lbnRvZiDigJxGcmllbmRz4oCdIHNPdGNvbSBzaG93aW5nIFBob2ViZSBhbmQgSm9leSB0YWxraW5nIGFib3V0IHRoZWlyIGZ1dHVyZSBwbGFucy5lyw9QAFiPDXAaEAgQAQCYAQcQAQCqAQ_C4AQPIAQD4AQHiAwQYACBBiAYB&sclient=gws-wiz-serp#fpstate=ive&vld=cid:b9b2ccdd.vid:i33Z7T_k5DI.st:0)

## Warm up

Have you ever written your goals in life? what are they?

## Procedures

1. Learners watch part of “Friends” sitcom showing Phoebe and Joey talking about their future plans.
2. After watching the sitcom, learners reflect on what they understand.
3. They start talking about their future plans.

### Activity (4)

**Overview:** Learners will do the “Desert island activity“. They convince their classmates that they will be able to live with a certain item on a desert island.

## Warm up

What is one thing in life that you cannot live without?

## Procedures

1. The teacher asks each learner to draw any item on a piece of paper.
2. Learners send their drawings to the WhatsApp group so that other learners can pick a picture to talk about.
3. The teacher tells the learners that they've been told by a witch that they will be lost on a desert island, and only half of the class can survive and continue to live on the island.

4. The only thing each learner will have on the island is the item depicted in the drawing chosen by them, and their goal is to convince the class that they will survive based on that item.

## **Session Fourteen**

### **Unit 2: Our Future**

## **Lesson 4: Peer Pressure**

### **Objectives**

At the end of this session, learners will be able to

- Reflect on a video by telling their opinions about the incidents and whether they agree or disagree with what the characters have done and the decisions they have made.
- Construct meaningful sentences.
- Use the language interactively to convey different messages.

### **Learning Devices**

- PowerPoint presentation
- Videos
- Zoom App
- Stable internet connection
- Laptop

### **Warm up**

Learners answer the following questions:

- 1 Are friends sometimes more important than family? Explain it.
2. What makes a friend the best friend? Explain it.
3. Does it matter to you if your friend is male or female? How different are these kinds of friendship?
4. Is it true that male friends are more sincere and united than female friends? Explain it.

After that, learners are shown some qualities and are asked to rank them according to their perception of the important qualities to be found in a friend. 1 is the most important one, whereas 10 is the least important one.

### **Activity (1)**

**Overview:** Learners watch a segment from the movie “A Walk to Remember”. It depicts a boy who was forced by his friends to jump from a very high place into a pond. <https://warmupsfollowups.blogspot.com/search?q=friend>

### **Warm up**

What is peer pressure?

Give some examples of peer pressure you are familiar with?

### **Procedures**

1. The learners watch the video.
2. They reflect on what they have understood.
3. They express their agreement or disagreement on what the hero did.
4. They need to decide on who should be held responsible for the accident.

### **Activity (2)**

**Overview:** Learners are shown 2 different situations to which they need to respond and decide on their reactions to each of them.

### **Warm up**

Learners are asked about their ability to make different decisions.

### **Procedures**

1. Learners are shown the following situation and are asked about what they would do if they were in this situation:
  - You have a close friend that your other friends don't like. You're having a party at your house this weekend. If you invite your good friend, your other friends will be angry with you. If you don't and your close friend finds out, he/she will be hurt.
2. Learners are asked if they would react the same *if their good friend could never find out about the party*.
3. Learners are shown the following situation and are asked about what they would do if they were in this situation:



- Your best friend proposed to a girl. Her parents knew you were his best friend, so they asked you about him. You know that your friend is addicted to drugs. Your friend told you not to tell anyone. You were informed to keep this piece of information secret.

### **Activity (3)**

**Overview:** Learners watch a segment from the movie “I Love You Man” which shows a woman and her friends talking about her fiancé and his inability to make friends. <https://edpuzzle.com/media/652b079a0ecb37402b9a3bcf>

### **Warm up**

1. How similar are you and your best friend? And how different?
2. At which stages of life is it easier to make friends? Why?
3. Would you trust a person who does not have friends? Why (not)?

### **Procedures**

1. Learners watch the video.
2. They describe what happened in the segment.
3. They answer the following questions:
  - Would you let your fiancé (husband/wife) travel to another city without you if he is not going on a business trip? Why (not)?
  - Do you think it is okay for your husband/wife to go out with other friends at night without your company? Why (not?)

## **Session Fifteen**

### **The Post-test**

## **Objectives**

At the end of this session, learners will

- Take the post-test

## **Learning Devices**

- Enough copies of the post-test
- A laptop to record the learners' responses in the oral exam

## **Activity (1)**

**Overview:** The post-test will be administered to have a clear idea about the learners' English language fluency level after the application of the program.

## **Warm up**

Learners are asked the following questions:

- What do you think your current English level is?

## **Procedures**

1. The teacher will distribute the exam papers on the learners.
2. Learners work individually to answer the questions of part one.
3. After 90 minutes, learners are divided into groups of 3 to be examined orally on part 2.



جامعة عين شمس  
كلية التربية  
قسم المناهج وطرق التدريس

## تأثير برنامج قائم علي ما بعد البنائية لتنمية الطلاقة اللغوية باللغة الإنجليزية للكبار

رسالة مقدمة للحصول على درجة الدكتوراه في التربية  
في قسم المناهج وطرق التدريس - لغة انجليزية

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٢٠٢٤



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## صفحة العنوان

عنوان الرسالة: تأثير برنامج قائم علي ما بعد البنائية لتنمية الطلاقة اللغوية باللغة الإنجليزية للكبار

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القسم التابع له: المناهج وطرق التدريس

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سنة المنح: ٢٠٢٤



جامعة عين شمس  
كلية التربية  
قسم المناهج وطرق التدريس

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/ / ٢٠٢٤م

## ملخص الدراسة باللغة العربية

### المقدمة

تحتل اللغة الإنجليزية بأهمية فصوصي في العديد من البلدان غير الناطقة بها، حيث يستخدم الأفراد اللغة الإنجليزية لبناء علاقات اجتماعية، ومشاركة الأفكار والتعبير عنها، والسفر إلى الخارج ، وحل المشكلات، وتكوين الصداقات ، وبناء المعاني ، بالإضافة إلى طرح الأسئلة والإجابة عليها. كما تعد اللغة الإنجليزية شرط أساسي للحصول على فرص عمل جيدة، واجتياز اختبارات إجادة اللغة الإنجليزية والحصول على منح دراسية.

يذكر Rumsey (٢٠٢٢) أن المتعلمين البالغين يدرسون اللغة الإنجليزية لعدة أسباب، أولها رغبتهم في دراسة اللغة الإنجليزية لبعض الأغراض الأكاديمية مثل الدراسة في الخارج أو تعلم لغات عدة. ثانيًا، قد يدرس بعض البالغين اللغة الإنجليزية لأسباب مهنية مثل العمل في الشركات متعددة الجنسيات. ثالثًا، يتعلم الكبار اللغة الإنجليزية لأسباب اجتماعية وشخصية مثل السفر وتكوين صداقات. تؤكد Makheja (٢٠٢٢) على أهمية تعلم اللغة الإنجليزية لمزيد من الفرص الأكاديمية والشخصية والمهنية، حيث تعتقد أن تعلم اللغة الإنجليزية يمكن أن يساعد في الحصول على فرص عمل أفضل، والتعرف على مزيد من الثقافات ، وتكوين العديد من الأصدقاء، بالإضافة إلى حضور العديد من الدورات التدريبية.

إن الهدف الاسمي من تعلم أية لغة هو تحقيق الطلاقة اللغوية بها، حيث تعد الطلاقة اللغوية باللغة الإنجليزية أمر بالغ الأهمية. وفي هذا الصدد يشير EngVarta (٢٠٢٢) إلى أهمية إتقان اللغة الإنجليزية لتحقيق التواصل الفعال والنجاح المهني وكذا الحصول على رواتب مرتفعة، كما يؤكد Dick (٢٠٢٢) على قدرة الأشخاص الذين يتمتعون بطلاقة لغوية على بناء علاقات جيدة، والسفر إلى الخارج، والتواصل في اجتماعات العمل.

على الرغم من أهمية الطلاقة اللغوية باللغة الإنجليزية، إلا أن الكثير من المتعلمين يواجهون العديد من التحديات بصدد تحقيق هذا الهدف. يشير Adil (٢٠٢٢) إلى افتقار المتعلمين للطلاقة اللغوية لأسباب عدة منها انعدام الحافز، وقلة الثقة بالنفس، والخوف من ارتكاب أخطاء بالنطق أو أخطاء نحوية. أجرى Nor وآخرون (٢٠٢٢) دراسة للتحقيق في التحديات التي تواجه متعلمي اللغة وتعيق طلاقتهم اللغوية. وكشفت الدراسة أن المتعلمين يعانون من صعوبات في التعامل مع كافة مكونات اللغة الإنجليزية من قراءة وكتابة واستماع وتحدث. قد يكون هذا بسبب افتقارهم إلى المفردات والعبارات والقواعد النحوية التي تمكنهم من بناء جمل سليمة وذات معنى.

اختلفت آراء المتخصصين حول مفهوم وتعريف الطلاقة اللغوية، حيث عرفها Lewis (٢٠٢٠) على أنها قدرة الشخص على التواصل بسهولة وبناء جمل ورسائل ذات مغزى، في حين ترى Janovsky (٢٠١٨) أن الطلاقة اللغوية ذات صلة وثيقة بكل من الكتابة والقراءة، حيث ترى أن قدرة الشخص على القراءة بطلاقة تمكنه من فهم المحتوى والتعرف على ما يتضمنه من كلمات ومفردات، بينما تشير الكتابة بطلاقة إلى كتابة كلمات ومفردات ذات صلة بالمحتوى. يضيف Field (٢٠١٧) أن الطلاقة اللغوية تشير إلى قدرة الفرد على استخدام ما لديه من كلمات للتعبير عن الأفكار المختلفة، حيث يمكنه هيكلة المعلومات بشكل منطقي. وأخيراً، يعرفها Bernoussi (٢٠٢٢) على أنها قدرة الفرد على القراءة والكتابة والاستماع والتحدث بسهولة ويسر. جدير بالذكر أن الطلاقة والدقة اللغوية لا ينفصلان حيث سلط كلا من Kusumawardani وMardiyani (٢٠١٨) الضوء على أهمية الدقة اللغوية لتحقيق الطلاقة حيث أشارا إلى أن القواعد النحوية تمكن الأفراد من توصيل المعنى من خلال بناء جمل سليمة التركيب وذات مغزى. بالنسبة لهم، يمكن للأشخاص ذوي المعرفة الجيدة بالقواعد التحدث بطلاقة أكثر من أولئك الذين لا يجيدونها. وفقاً لكل من Minasyan وMidova (٢٠١٦)، فإن تعلم القواعد أمر بالغ الأهمية لتحقيق الطلاقة اللغوية، لما لها من تأثير عميق على التواصل وإنشاء جمل منطوقة ومكتوبة ذات مغزى. ومع ذلك، لا ينبغي تدريس القواعد اللغوية بشكل مباشر وصريح.

على الرغم من أهمية القواعد النحوية في إنتاج جمل سليمة التركيب وتيسير التواصل، فإن إلقاء نظرة فاحصة على الوضع الراهن لمتعلمي اللغة الإنجليزية كلغة أجنبية من المصريين يكشف عن استمرارهم في حفظ القواعد النحوية وعدم قدرتهم على التواصل الفعال مع الآخرين. يؤكد Melanie (٢٠١٦) أن حفظ القواعد النحوية لا يمكن الشخص من استخدام اللغة الإنجليزية لأغراض التواصل، بينما يمكنهم تطوير طاعتهم اللغوية من خلال استخدام اللغة للتواصل في سياقات اجتماعية مختلفة. يضيف Crafts (٢٠١٥) أن تدريس القواعد من خلال الكتب المدرسية لا يمكن أن يطور قدرة المتعلمين على التواصل بطلاقة في سياقات اجتماعية وأكاديمية مختلفة.

نظراً لأهمية إتقان اللغة وقواعدها في إنتاج جمل سليمة التركيب وتسهيل التواصل والتفاهم المتبادل، استخدمت الباحثة بديل لتطوير الطلاقة اللغوية باللغة الإنجليزية للكبار من خلال تصميم برنامج قائم على ما بعد البنائية، مما يساعد المتعلمين في اكتساب القواعد النحوية بشكل ضمني بدلاً من حفظ مجموعة من القواعد دون استخدامها فعلياً.

ينص Biczysk (٢٠١٣) على أن ما بعد البنائية تقوم على دمج العلوم المختلفة مع التكنولوجيا. يرى Gur-Ze'ev (٢٠١٣) أن دور المتعلمين - وفقاً لما بعد البنائية - لا يتوقف عند جمع المعرفة أو تصنيفها أو

تنظيمها فحسب، بل يقومون أيضاً بأنشطة أخرى كحل المشكلات ووضع الخطط. يتعاون المتعلمون ويتواصلون ويخططون ويعملون في فرق ويستخدمون العديد من الأجهزة التكنولوجية لإيجاد علاقات بين الأشياء والأفكار في سعي دائم نحو تعميق فهمهم. يضيف Brown (٢٠١٦) أنه من خلال ما بعد البنائية، يحتاج المتعلمون إلى العثور على المعلومات وتقييمها. كما تنص Crafts (٢٠١٥) على أن منهج ما بعد البنائية يركز على المتعلمين الذين يلاحظون ويناقشون السياقات المختلفة بينما يقدم المعلمون لهم قواعد نحوية مختلفة ضمناً.

### مشكلة الدراسة

تعد الفرصة الوحيدة المتاحة للمتعلمين بمصر لاستخدام اللغة الإنجليزية هي في المدارس والجامعات، حيث لا يستخدم المتعلمون اللغة الإنجليزية للتواصل في محادثاتهم اليومية، غير أنه إذا استمر المتعلمون في دراسة اللغة وقواعدها النحوية دون ملاحظة أي تقدم في قدرتهم على فهم الآخرين والتعبير عن أنفسهم، فسوف ينتابهم الإحباط حتماً.

لاحظت الباحثة، بموجب عملها كمحاضر لغة انجليزية، المستوى المتواضع للطلاقة اللغوية في اللغة الإنجليزية للمتعلمين الكبار. غير أنهم يترددون في التحدث أمام أقرانهم في حجرة الدراسة، كما تتميز خطاباتهم بالعديد من الوقفات والأخطاء. علاوة على ذلك، قد لا يجد المتعلمون الكلمات المناسبة للتعبير عن أفكارهم، مما يؤثر بدوره سلباً على تواصلهم.

اجري Gaid (٢٠٢٠) دراسة علي مجموعة من المتعلمين المصريين والتي ضمت ٤٥ طالباً من عدة مدارس حكومية وذلك لدراسة التحديات التي تواجههم في سبيل تحقيق الطلاقة اللغوية باللغة الإنجليزية. وقد أثبتت الدراسة ان شعور الطلاب بالخجل والخوف يؤثران سلباً على طلاقتهم اللغوية ودقة تعبيرهم عن أفكارهم، وهو ما أكدته Woffindin (٢٠٢٢) عندما ذكر التحديات التي تواجه المتعلمين عند محاولة تعلم لغة جديدة والتي ذكر منها الخوف من الفشل، وضيق الوقت، وانعدام الثقة بالنفس والدافعية وفرض ممارسة اللغة وكذا قلة الحصيلة اللغوية.

من هنا جاءت الحاجة ملحة لإيجاد طرق تدريس بديلة للعمل علي تنمية الطلاقة اللغوية في اللغة الإنجليزية للمتعلمين الكبار. وفي هذا الصدد اكد Sharna (٢٠٢٣) علي أهمية دمج التعلم الالكتروني واستخدام التكنولوجيا وتصفح الانترنت في العملية التعليمية وهو ما يعد عامل أساسي في البرامج القائمة علي ما بعد البنائية.

### الدراسة الاستطلاعية

أجرت الباحثة مقابلات مع ٢٠ متدرباً من الملتحقين بالمستوي قبل المتوسط بأحدي دورات اللغة الإنجليزية للكبار. سألت الباحثة المتدربين عن التحديات التي يواجهونها عند استخدام اللغة الإنجليزية، وقد



كشفوا عن عدم رضاهم عن طلاقتهم اللغوية، كما ذكروا اقتصار فرص استخدامهم للغة الإنجليزية على القيام ببعض الأنشطة والتدريبات الصفية حيث لا يتحدثون الإنجليزية خارج الفصل الدراسي. كما أشاروا الي افتقارهم إلى الكلمات التي تمكنهم من استخدام اللغة بطلاقة. علاوة على ذلك، يستمر الطلاب في حفظ الكثير من القواعد النحوية دون ملاحظة أي تقدم في قدرتهم على التواصل.

من ناحية أخرى، أعرب هؤلاء المتدربين عن رغبتهم في استخدام اللغة بطلاقة لأسباب عدة منها التواصل مع الناطقين باللغة الإنجليزية في العمل والسفر إلى الخارج ومواصلة دراساتهم العليا. قامت الباحثة بإجراء اختبار شفهي وكتابي على المتدربين المذكورين أعلاه. طُلب منهم الكتابة عن بعض الموضوعات المحددة وكذلك التحدث عنها لاحقاً. أظهرت النتائج قصوراً عاماً في إتقان اللغة على النحو التالي:

٨٢٪ من المتعلمين لم يتمكنوا من بناء المعنى أو التعبير عن أفكارهم بشكل يسمح للمتعلمين الآخرين بفهمها.

٨٩٪ من المتعلمين لم يتمكنوا من التعبير عن آرائهم أو ابداء موافقتهم أو اعتراضهم على أفكار معينة.

٩٠٪ من المتعلمين لم يتمكنوا من التواصل اللغوي مع بعضهم البعض.

٩٥٪ من المتعلمين لم يتمكنوا من التعبير عن أفكارهم بشكل متنسق حتى يمكن فهمها من قبل الآخرين.

فقد كان كلامهم مجموعة من الجمع المنفصلة.

٨٥٪ من المتعلمين لم يجدوا الكلمات المناسبة التي يمكنهم استخدامها للتعبير عن أفكارهم بدقة. لم

يتسكنوا من التواصل بشكل تفاعلي مع زملائهم في الفصل، كما اتسمت خطاباتهم بالخل وعدم الثقة بالنفس.

### تحديد المشكلة

يعاني متعلمو اللغة الإنجليزية الكبار من ضعف عام في الطلاقة اللغوية باللغة الإنجليزية، وهذا ما يظهر جلياً في عجزهم عن التواصل باللغة الإنجليزية بسلاسة. لذا، تقترح الباحثة استخدام برنامج قائم علي ما بعد البنائية حيث يدرس المتعلمون القواعد النحوية ضمناً من خلال مشاهدة الأفلام والمسلسلات الهزليه والتدوين الصوتي وكذا التصفح عبر الانترنت.

### أسئلة الدراسة

وفي محاولة لتناول هذه المشكلة، حاولت الدراسة الإجابة على الأسئلة التالية:

- ما المستوي الحالي للطلاقة اللغوية لمتعلمي اللغة الانجليزية الكبار؟
- ما خصائص برنامج قائم علي ما بعد البنائية لتنمية الطلاقة اللغوية لمتعلمي اللغة الانجليزية الكبار؟

- ما الأنشطة التي يمكن استخدامها لتنمية الطلاقة اللغوية لطلاب اللغة الانجليزية الكبار؟
- ما فاعلية البرنامج المقترح القائم على ما بعد البنائية تنمية الطلاقة اللغوية لمتعلمي اللغة الانجليزية الكبار

## فروض الدراسة

١. يوجد فرق دال إحصائيًا بين متوسطي درجات متعلمي مجموعة الدراسة في التطبيقين القبلي البعدي لاختبار الطلاقة اللغوية كدرجة كلية لصالح التطبيق البعدي.
٢. يوجد فرق دال إحصائيًا بين متوسطي درجات متعلمي مجموعة الدراسة في التطبيقين القبلي البعدي لاختبار الطلاقة اللغوية كمكونات فرعية لصالح التطبيق البعدي

## منهج الدراسة

اتبعت الباحثة تصميم المجموعة الواحدة حيث أجرت اختبار قبلي وبعدي للطلاقة باللغة الانجليزية على مجموعة واحدة من الطلاب. وتكونت مجموعة الدراسة من ٢٧ طالباً من الذين اظهروا أداء متوسط وقبل المتوسط في اختبار تحديد مستوى اجادة اللغة الإنجليزية الذي انعقد قبل البدء بتطبيق البرنامج.

## أدوات الدراسة

- قائمة بالمكونات الأساسية المناسبة لقياس الطلاقة اللغوية باللغة الانجليزية لدى المتعلمين الكبار.
- اختبار قبلي/بعدي لقياس المكونات الفرعية للطلاقة اللغوية باللغة الانجليزية والتي اشتملت على القدرة على بناء المعنى، اتساق الأفكار، تأمل المعاني، التواصل اللغوي، والدقة اللغوية.
- مقياس أداء الطلاقة اللغوية باللغة الانجليزية.

## حدود الدراسة

اقتصرت الدراسة على مجموعة من المتعلمين الكبار الذين اظهروا مستوى متوسط وقبل المتوسط باختبار تحديد مستوى إجادة اللغة الإنجليزية مما يضمن حصولهم علي قدر كافي من اللغه يمكنهم من الفهم والتواصل. كما اقتصرت الدراسة على بعض مكونات الطلاقة اللغوية متمثلة في القدرة علي بناء المعنى، اتساق الافكار، تأمل المعاني، التفكير الناقد، التواصل اللغوي، والدقة اللغوية. ولتنمية الطلاقة اللغوية لدى المتعلمين، اشتملت الدراسة على مجموعه من الأنشطة المناسبة لهم.

## أهمية الدراسة

من المتوقع أن تكون هذه الدراسة ذات أهمية بالنسبة لـ:

- متعلمي اللغة الانجليزية كلغة اجنبية: سيصبحون أكثر قدرة على استخدام اللغة الإنجليزية بطلاقة في السياقات المختلفة.
- الباحثون في مجال اللغة الانجليزية: ستمهد هذه الدراسة الطريق أمام الباحثين من أجل مزيد من الدراسات اعتماداً على الأساس النظري المقدم.
- معلمي اللغة الإنجليزية كلغة أجنبية: تشير الدراسة إلى أهمية استخدام البرنامج القائم علي ما بعد البنائية في تعزيز الطلاقة اللغوية لمتعلمي اللغة الانجليزية.

## الإجراءات

اتبعت الباحثة الإجراءات التالية:

ولاً: مراجعة الأدبيات والدراسات السابقة ذات الصلة بالطلاقة اللغوية وكذا ما بعد البنائية

ثانياً: إعداد قائمة بالمكونات الأساسية للطلاقة اللغوية

ثالثاً: إعداد اختبار قبلي/بعدي

رابعاً: إعداد برنامج قائم على ما بعد البنائية بصدد تنمية الطلاقة اللغوية للمتعلمين

خامساً: اختيار مجموعة من المتعلمين

سادساً: إجراء الاختبار القبلي لتحديد مستوى المتعلمين قبل تطبيق البرنامج

سابعاً: تطبيق البرنامج

ثامناً: إجراء الاختبار البعدي لتحديد مدى تقدم المتعلمين بعد تطبيق البرنامج

تاسعاً: مقارنة نتائج المتعلمين في الاختبارين وتفسيرها كمياً وكيفياً

## نتائج الدراسة

١. يوجد فرق دال إحصائياً بين متوسطي درجات متعلمي مجموعة الدراسة في التطبيقين القبلي البعدي

لاختبار الطلاقة اللغوية كدرجة كلية لصالح التطبيق البعدي.

٢. يوجد فرق دال إحصائياً بين متوسطي درجات متعلمي مجموعة الدراسة في التطبيقين القبلي البعدي

لاختبار الطلاقة اللغوية كمكونات فرعية لصالح التطبيق البعدي

## توصيات الدراسة

بناءً على النتائج والاستنتاجات التي تم التوصل إليها، توصي الدراسة بالآتي:

- يجب أن يولي المعلمون اهتماماً كبيراً بتنمية طلاقة متعلميهم في اللغة الإنجليزية.

- التعامل مع اللغة ككيان واحد، حيث لا ينبغي تقسيمها إلى مهارات منفصلة مما يمكن المتعلمين من التعبير عن آرائهم في المواقف المختلفة.
- استخدام منهجيات تدريس وأنشطة متنوعة ومقاطع فيديو لمساعدة المتعلمين على تطوير طلاقة اللغة الإنجليزية لديهم من خلال مشاهدة المسلسلات الهزلية والأفلام ومحادثات TEDx أو الاستماع إلى التدوين الصوتي. كل هذا يساعد المتعلمين على أن يكونوا أكثر تفاعلاً وانخراطاً في العملية التعليمية.
- ربط جميع أنشطة الصف باحتياجات المتعلمين وحياتهم واهتماماتهم مما يؤدي إلى تحقيق تعلم هادف ونتائج تعليمية أفضل.
- إتاحة الفرصة لدى المتعلمين للتعبير عن أفكارهم وعواطفهم، حيث لا ينبغي مقاطعتهم، مما يزيد من ثقتهم بأنفسهم ويشجعهم على التحدث والمشاركة، كما يمكن للمعلمين تقديم التغذية الراجعة بعد أن ينهي كل متعلم حديثه.
- توفير بيئة تعليمية آمنة وممتعة للمتعلمين مما يدفعهم نحو الإبداع والتواصل.

### مقترحات الدراسة

- دراسة تأثير استخدام برنامج قائم علي ما بعد البنائية على مخرجات تعلم اخري.
- تطبيق نفس الدراسة الحالية على متعلمين مختلفين بمستويات تعليمية مختلفة.
- تطبيق نفس الدراسة الحالية على فئة عمرية أخرى.
- رفع وعي المعلمين بأهمية احتياجات المتعلمين واهتماماتهم.
- اتباع استراتيجيات أخرى لتطوير الطلاقة اللغوية باللغة الإنجليزية للكبار.
- البحث في إمكانية تطبيق نفس الدراسة باستخدام منصات إلكترونية مختلفة.

**عنوان الرسالة:** تأثير برنامج قائم على ما بعد البنائية لتنمية الطلاقة اللغوية باللغة الانجليزية للكبار

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### **مستخلص الدراسة**

هدفت الدراسة الحالية إلى استخدام برنامج قائم على ما بعد البنائية لتنمية الطلاقة اللغوية باللغة الإنجليزية للكبار. قامت الباحثة بمراجعة الأدبيات والدراسات السابقة التي تناولت ما بعد البنائية والطلاقة باللغة الإنجليزية، كما قامت الباحثة بتصميم أدوات الدراسة والتي اشتملت على قائمة بمكونات الطلاقة باللغة الإنجليزية، واختبار قبلي وبعدي للطلاقة اللغوية باللغة الانجليزية كما ضمت نموذج تقييم الأداء، وكذا اقترحت الباحثة البرنامج المصمم للدراسة. ثم استعانت بوسائل التواصل الاجتماعي للإعلان عن بدء دورة تدريبية لتنمية الطلاقة اللغوية باللغة الإنجليزية وشجعت مجموعة من المتدربين الذين اظهروا مستوى متوسط ومتقارب في اتقان اللغة الإنجليزية اثناء اجراء اختبارات تحديد المستوى لهم (العدد = ٢٧) للمشاركة في الدراسة وأنشطتها. أدى الطلاب الاختبار القبلي لتحديد مستواهم قبل البدء بالبرنامج ثم قاموا بتأدية الاختبار البعدي بعد الانتهاء من البرنامج، ومن ثم قامت الباحثة بتحليل النتائج للاختبارين كمياً وكيفياً. وأظهرت النتائج فاعلية استخدام برنامج قائم على ما بعد البنائية لتنمية الطلاقة اللغوية باللغة الإنجليزية للكبار.

**الكلمات المفتاحية:** ما بعد البنائية، الطلاقة باللغة الإنجليزية